

## Year 3: Art and Design:

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<u>Key Question:</u>	What can we learn from the world beneath our feet?	What would life be like in a world without colour?	What are the mysteries of Ancient Egypt?		Is being strong always a good thing?	
<u>Sketchbooks:</u> Ongoing throughout the year.	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>know how to use sketches to produce a final piece of art</li> <li>know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</li> <li>Can they make notes in their sketch books about techniques used by artists?</li> <li>Can they suggest improvements to their work by keeping notes in their sketch books?</li> </ul> <p><u>GD</u></p> <ul style="list-style-type: none"> <li>Can they evaluate their learning process and make suggestions for improvement in their own and others' artwork?</li> <li>Can they adapt or improve their original ideas?</li> <li>Can they explain why they have selected specific materials for their artwork?</li> <li>Can they begin to communicate influences of their artwork e.g., mood boards, artists, objects, nature?</li> </ul>					
<u>Artists to be studied</u>						
<u>Concepts</u>	3D Art	Collage	Painting		Study of great artists	Drawing
<u>Vocabulary</u>	Manipulate, care, rolling, kneading, shaping, sculpture,		Colour scheme, colour spectrum, tertiary colours, developed colour vocabulary, colour washing, properties of paint e.g.			Grades of pencil, scale, symmetry, refine and alter, layer, pattern,

	malleable, texture, construct, join, natural, man-made, recycled, slip, form, transparent.		acrylic, watercolour, brush mark, tools, printing, technique, brush size, colour match, colour-mix, artefact, primary colours, secondary colours, warm colours, cold colours, shade and tint.		repeating, thick, thin, smudge, blend, collage, sketch, line, shape, colour, tone, shade.
<u>Knowledge</u>	<p><u>Prior learning:</u></p> <p>Shape and Form: Awareness of shape and form in the world around them. To understand manmade and natural forms and the term organic and geometric forms To communicate these through 3D and drawing work</p> <p><u>LKS2</u></p> <p>Understanding form as 3D shape Being able to sketch a range of form representing light and shade and tone.</p>	<p>Looking at and discussing patterns. Using the environment as a starting point for patterns; recording rubbing and printing, ICT link. Searching for pattern; discussing pattern in design. Design their own repeating pattern.</p>	<p>Know how to create a background using a wash. Know how to use a range of brushes to create different effects in painting.</p>	<p>Know how to identify the techniques used by different artists. Know how to compare the work of different artists recognise when art is from different cultures. Recognise when art is from different historical periods</p>	<p>Know how to show facial expressions in art. Know how to use different grades of pencil to shade and to show different tones and textures</p>

	Understanding the potential qualities of construction materials as a means of problem solving.				
<u>Skills</u>	<p>Can they add layers onto their work to create texture and shape?</p> <p>Can they work collaboratively to create a large sculptural form?</p> <p><u>GD:</u></p> <p>Can they evaluate their learning process and make suggestions for improvement in their own and others' artwork?</p> <p>Can they adapt or improve their original ideas?</p> <p>Can they explain why they have selected specific materials for their artwork?</p> <p>Can they begin to communicate influences of their artwork e.g., mood</p>	<p>Can they overlap materials?</p> <p>Can they use collage as a tool to develop a piece of mixed media?</p> <p>Can they use collage to create a mood board of ideas?</p> <p><u>GD</u></p> <p>Can they evaluate their learning process and make suggestions for improvement in their own and others' artwork?</p> <p>Can they adapt or improve their original ideas?</p> <p>Can they explain why they have selected specific</p>	<p>Can they mix a range of colour in the colour wheel?</p> <p>Can they identify what colours work well together?</p> <p>Can they create a background using a wash?</p> <p>Can they use a range of brushes to create different effects?</p> <p><u>GD</u></p> <p>Can they evaluate their learning process and make suggestions for improvement in their own and others' artwork?</p> <p>Can they adapt or improve their original ideas?</p> <p>Can they explain why they have selected specific materials for their artwork?</p> <p>Can they begin to communicate influences of their artwork e.g., mood boards, artists, objects, nature?</p>	<p>Can they compare the work of different artists?</p> <p>Can they explore work from other cultures?</p> <p>Can they communicate what they feel the artist is trying to express in their work?</p> <p>Can they communicate what they are trying to express in their own work?</p> <p><u>GD</u></p> <p>Can they evaluate their learning process and make suggestions for improvement in their</p>	<p>Can they use sketches to develop a final piece of work?</p> <p>Can they use drawing as a tool to express an idea?</p> <p>Can they use different shading techniques to give depth to a drawing?</p> <p>Can they use different shading techniques to create texture in a drawing?</p> <p><u>GD</u></p> <p>Can they evaluate their learning process and make suggestions for improvement in their</p>

	boards, artists, objects, nature?	materials for their artwork? Can they begin to communicate influences of their artwork e.g., mood boards, artists, objects, nature?		own and others' artwork? Can they adapt or improve their original ideas? Can they explain why they have selected specific materials for their artwork? Can they begin to communicate influences of their artwork e.g., mood boards, artists, objects, nature?	own and others' artwork? Can they adapt or improve their original ideas? Can they explain why they have selected specific materials for their artwork? Can they begin to communicate influences of their artwork e.g., mood boards, artists, objects, nature?
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