



Art Year 3 Curriculum Overview

Art must be covered in Autumn 1, Spring 1, Summer 1 and is alternated with DT (in remaining half terms)

The Big Picture

Within drawing, in Year 3, children should have lots of opportunities to draw across the curriculum, not just within their art lessons. They will identify and draw 2D and 3D geometric shapes in nature and the world around them. They will work hard to effectively control drawing media to create dark and light tones within their art work. Children will be given opportunities to continue to practise their shading, through blend shading and rubbing out rough edges to refine them. They will work with a range of media including charcoal, crayons, biro and will learn the similarities and differences between them. They will understand when to select the most appropriate media for the task in hand.

They will study significant works of art, craft, design and architecture and give personal opinions. Children will be given plentiful opportunities to verbally describe their work and work of others, describing the formal elements they can see.

They will continue to experiment within their sketchbook and will develop an understanding that everyone's sketchbook is unique to them. They will express their feelings about various subjects and describe their likes and dislikes. They will write notes, writing explanations of their sketches and any changes they may have made. Their sketchbooks will showcase the knowledge and art history that they have learnt through exploring artists styles and techniques.

What do we already know? What can we already do?

- Show greater skill and control when drawing
- Know how to control pressure of drawing materials
- Experience of shading areas without spaces or gaps
- Able to use pencils correctly including those hard and soft, applying pressure correctly
- Knowing a range of artists showcasing their drawing
- Able to use sketchbooks well, showing detailed annotations and notes

Year 3 Art- Drawing

NC objectives – Key Stage 2

Pupils should be taught:

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Know about great artists, architects and designers in history.

Specific unit objectives

Drawing

- To identify and draw 2D and 3D geometric shapes in nature and the world around them.
- To effectively control drawing media to create dark and light tones.
- To further explore shading, by blend shading and rubbing out rough edges to refine them.
- To work with a range of media including charcoal, crayons, biro etc, knowing the similarities and differences between them.
- To know when to select the most suitable media (those listed above) for the task they need.

Sketchbook- (objectives to cover all year)

- To express their feelings about various subjects and describe their likes and dislikes.
- To keep notes, writing explanations of their sketches and any changes made.
- To show the knowledge and art history that they have learnt through exploring artists view, styles and techniques.

Knowledge- (objectives to cover all year)

- To study significant works of art, craft, design and architecture and give personal opinions. How has this work been produced? What was the background to the art? Who made, where were the from? Why was it made?

Reflection- (objectives to cover all year)

- To verbally describe their work and work of others, describing the formal elements of colour, line, texture, shape and pattern.
- To develop skills in orally describing their thoughts and intensions.
- To evaluate their work and work of others, giving ways to improve.
- To offer confidence and praise to others.
- To understand what they need to improve on and that all artists do this.

Key vocabulary and understanding for concept connectors

Drawing: 2D shape, 3D shape, dark, light, tone, media, shade, blend, culture, shading, media, control, blend shading, refining.

Sticky Knowledge

- Tone refers to the darkness or lightness of a colour.
- Different media are suitable for certain tasks.

Key Questions

- Can they use their sketches to produce a final piece of work?
- Can they control their drawing to create dark and light tones?
- Can they further explore shading to refine their artwork?
- Can they work with a range of media and know when to select the most suitable?
- Can they use their sketchbook to express feelings about a subject and to describe likes and dislikes?
- Can they make notes in their sketchbook about techniques used by an artist?
- Can they suggest improvements to their work by keeping notes in their sketchbook?

Key Artists

Sarah Holt, William Turner, David Hockney, Gustav Klimt



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Art must be covered in Autumn 1, Spring 1, Summer 1 and is alternated with DT (in remaining half terms)

The Big Picture

Children will show an ability to develop control and precision, specifically when painting detail, line and edges of shapes. They will develop a strong understanding of the different purposes of different paintbrushes and equipment. Through the exploration of the work of different artists they will apply different elements of this into their own work, to show understanding of an artist's skills and techniques thrown throughout their artwork. They will practise mixing secondary and tertiary colours to paint and to use colour, texture, lines and shapes to express ideas. Children will look at how depth can be created within painting by varying both tones and colours.

They will study significant works of art, craft, design and architecture and give personal opinions. Children will be given plentiful opportunities to verbally describe their work and work of others, describing the formal elements they can see.

They will continue to experiment within their sketchbook and will develop an understanding that everyone's sketchbook is unique to them. They will express their feelings about various subjects and describe their likes and dislikes. They will write notes, writing explanations of their sketches and any changes they may have made. Their sketchbooks will showcase the knowledge and art history that they have learnt through exploring artists styles and techniques.

What do we already know? What can we already do?

- Knowing different types of paintbrushes and painting equipment
- Knowing different methods of applying paint
- A developed brush control
- Experience of painting on different surfaces
- Knowing how to measure and mix paint applying it sensitively
- Knowing different painting techniques e.g. splattering
- Knowing all primary and secondary colours



NC objectives – Key Stage 2

Pupils should be taught:

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Know about great artists, architects and designers in history.

Specific unit objectives

Painting

- To develop increasing control and precision, specifically when painting detail, lines, and edges of shapes.
- To understand the different purposes different paintbrushes and painting equipment have.
- To understand how other artists' paint, applying different elements of this to their own work.
- To be able to mix secondary and tertiary colours to paint with and use colour, textures, lines and shapes to express ideas.
- To understand how to create depth by varying tones and colours such as skies and landscapes.
- To create more complex textures and patterns.

Sketchbook- (objectives to cover all year)

- To express their feelings about various subjects and describe their likes and dislikes.
- To keep notes, writing explanations of their sketches and any changes made.
- To show the knowledge and art history that they have learnt through exploring artists view, styles and techniques.

Knowledge- (objectives to cover all year)

- To study significant works of art, craft, design and architecture and give personal opinions. How has this work been produced? What was the background to the art? Who made, where were the from? Why was it made?

Reflection- (objectives to cover all year)

- To verbally describe their work and work of others, describing the formal elements of colour, line, texture, shape and pattern.
- To develop skills in orally describing their thoughts and intensions.
- To evaluate their work and work of others, giving ways to improve.
- To offer confidence and praise to others.
- To understand what they need to improve on and that all artists do this.

Key vocabulary and understanding for concept connectors

Painting: lines, detail, edges, control, precision, artist, expression, traditional, secondary colours, tertiary colours.

Sticky Knowledge

- Tertiary colours are made by mixing equal parts of one primary colour and one secondary colour.
- Tone relates to the lightness or darkness of a colour.

Key Questions

- Can they paint with increasing control and precision?
- Can they the different purposes different paintbrushes and painting equipment have?
- Can they understand how other artists' paint, applying different elements of this to their own work?
- Can they mix secondary colours to paint, as well as tertiary colours?
- Can they discuss what they might improve about their art?
- Can they set out their ideas, using annotation in their sketchbooks?
- Do they keep notes in their sketchbook as to how they have changed their work?

Key Artists

Sarah Holt and William Turner



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Art must be covered in Autumn 1, Spring 1, Summer 1 and is alternated with DT (in remaining half terms)

The Big Picture

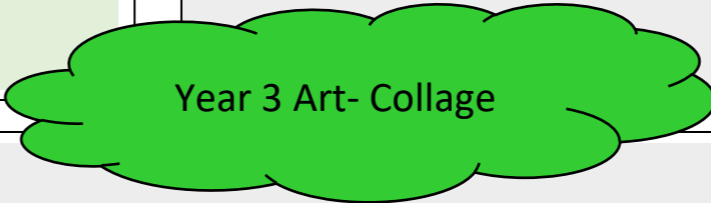
Children will experiment with overlapping and layering materials to create different effects. They will select their own materials to create a striking effect and will work on a range of scales, using different colours. They will explore how to create texture by manipulating paper in different ways through scoring, curling and perforating. They will have the opportunity to use mosaic and montage techniques.

They will study significant works of art, craft, design and architecture and give personal opinions. Children will be given plentiful opportunities to verbally describe their work and work of others, describing the formal elements they can see.

They will continue to experiment within their sketchbook and will develop an understanding that everyone's sketchbook is unique to them. They will express their feelings about various subjects and describe their likes and dislikes. They will write notes, writing explanations of their sketches and any changes they may have made. Their sketchbooks will showcase the knowledge and art history that they have learnt through exploring artists styles and techniques.

What do we already know? What can we already do?

- Understanding of what a collage is
- Experience of sorting, collecting, and gathering materials
- Create artwork from a variety of different media
- Ability to cut, tear and fold materials to create images
- Knowing ways of securing materials



NC objectives – Key Stage 2

Pupils should be taught:

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Know about great artists, architects and designers in history.

Specific unit objectives

Collage

- To experiment with overlapping and layering materials to create different effects.
- To select and arrange materials for a striking effect.
- To work on a range of different scales and colours.
- To explore creating texture by perforating, curling and scoring paper.
- To use mosaic and montage techniques.

Sketchbook- (objectives to cover all year)

- To know and understand what a sketchbook is for.
- To practise and try out ideas and techniques within their sketchbook.
- To make records of the world around them, ideas, thoughts and feelings.

Knowledge- (objectives to cover all year)

- To investigate different works of art (artists) and highlight what they like about the art work.
- To orally describe their work to others using words.

Reflection- (objectives to cover all year)

- To have opportunities to make creative decisions about their work.
- To develop skills in orally describing their thoughts and ideas about their work.
- To look at their work and the work of others and discuss what they can see.

Key vocabulary and understanding for concept connectors

Collage: overlapping, layering, striking effect, scales, texture, curling, perforating, scoring, mosaic, montage

Sticky Knowledge

- Layering involves placing materials on top of one another.
- Perforating, curling and scoring paper are all techniques used to create texture.

Key Questions

- Can they experiment with overlapping and layering of materials?
- Can they work on different scales?
- Can they create texture?
- Can they use mosaic and montage techniques?
- Can they discuss what they might improve about their art?
- Can they set out their ideas, using annotation in their sketchbooks?
- Do they keep notes in their sketchbook as to how they have changed their work?

Key Artists

David Hockney