



Year 3 – Art

Create sketchbooks to record their observations and use them to review and revisit ideas.	Improve mastery of art & design techniques	Learn about and take inspiration from notable Artist/architects/designers
<p>S1 I can use my sketchbook as a working document which develops throughout a unit of work and inspires/informs my artwork.</p>	<p>T1 – Collage</p> <ul style="list-style-type: none">• I can select and arrange colours/materials for a purpose.• I can refine my collage as I go to ensure precision.• I can experiment with a range of techniques such as tearing, overlapping, folding, crumpling, tearing, fraying and layering to create images.• I can cut multiple shapes with a scissors and arrange /stick these on a surface for a purpose.	<p>A1 I can look at and talk about a larger array of artist’s work and can study a piece to make comments on the techniques used.</p>
<p>S2. I can use my sketchbook to explore and experiment with previously taught or new skills and techniques.</p>	<p>T2 – Drawing</p> <ul style="list-style-type: none">• I can understand that objects can be three dimensional and can draw from different viewpoints (above, below, front, back)• I can choose and use from a wide range of drawing tools with control and dexterity.• I can experiment with different grades of pencil and other implements to achieve variations in tone.• I can apply tone in a drawing in a simple way.• Experiment with create surface textures.• I can use my sketchbook to plan and develop ideas, gather evidence and investigate techniques and effects.	<p>A2 I can replicate some of the techniques used by notable artists, artisans and designers.</p>
<p>S3 I can comment on both my own and other artists’ work/skills/techniques, explaining what I like and dislike and through exploration and experimentation begin to adapt skills/techniques/effects.</p>	<p>T3 – Painting</p> <ul style="list-style-type: none">• I can identify colours needed in my artwork and effectively mix different tones of secondary colours for a purpose.• I can experiment different ways to apply paint to a surface e.g. splashing, scratching, dotting, blowing, layering etc.• I can use different types of brushes for specific purposes• I can make comparison between different types of paint (thin/thick) and their properties through exploration in my sketchbook.	<p>A3 I can recognise features of key artistic terms/vocabulary (harmony, contrast, abstract etc.) when studying an artist’s work.</p>



	<p><u>T4</u> – Sculpture</p> <ul style="list-style-type: none">● I can plan, design, shape and form models from observation or imagination● I can model over an armature such as rolled/scrunched newspaper paper, masking tape/parcel tape, with Papier Mache/Mod Roc to create a simple 3D object.● I can identify changes I might make or how my work could be developed further.● I know the difference between malleable and rigid materials.● I can discuss my own work and work of other sculptors including a range of great artists, architects and designers in history.	
	<p><u>T5</u> - Printing</p> <ul style="list-style-type: none">● I can refine my mono-printing techniques by making controlled marks/patterns/motifs directly onto an ink block to remove ink, before placing paper on top to transfer the ink.● I can press/roll a range of materials to create textures/negative space on an ink block before placing paper on top to transfer the ink.● I am beginning to widen my monoprinting skills by using an inked block and drawing onto the back of paper controlling line and tone using tools or pressure.	
	<p><u>T6</u> – Textiles</p> <ul style="list-style-type: none">● I begin to colour fabric using natural dyes, onion skins, tea, coffee etc.● I can experiment with resist pastes (flour and water) when dyeing fabric.● I can refine my running stitch when decorating textiles by joining pieces of fabric together. (Smaller eyed needles)● I can secure a stitch when I am finished to prevent it from coming undone.	



Year 3 Topic Coverage

<u>Autumn 1</u> 'Ug'	<u>Autumn 2</u> 'Roll Up Roll Up'	<u>Spring 1</u> 'Ratatouille'	<u>Spring 2</u> 'Ay Up Duck'	<u>Summer 1</u> 'Tumbleweed'	<u>Summer 2</u> 'Tumbleweed'
<u>Collage</u> S1, S2, S3, T1	<u>Painting</u> S1, S2, S3, T3, A1, A2	<u>Drawing</u> S1, S2, S3, T2, A3	<u>Sculpture</u> S1, S2, S3, T4, A1	<u>Printing</u> S1, S2, S3, T5	<u>Textiles</u> S1, S2, S3, T6, A3
<u>Subject Specific Vocabulary</u>					
Create sketchbooks to record their observations and use them to review and revisit ideas.			Learn about and take inspiration from notable Artist/architects/designers		
Sketchbook, record, media, explore, exploration, experimentation, try out, plan, collect, sources, identify, interest, like, dislike, effect, express, feelings, notes, techniques, artist, artisan, architect, designers, annotate, refer, inspire, inform			Name of appropriate artist, recognise, techniques, like, dislike, prefer, replicate, copy, notable, artist, artisan, designer, look, discuss, feel, work of artist, inspiration, stimulus, stimuli, share, review, reflect, evaluate.		
Improve mastery of art & design techniques					
<p><u>Collage</u> Select, arrange, materials, purpose, paper, thin card, foil, tissue paper, crepe paper, felt, foam, overlap, tear, fold, crumple, fray, layer, surface, striking effect, texture, tactile, fine, uneven, raised, coarse, glossy, share, review, reflect, refine</p> <p><u>Painting</u> Master creation of shape, coiled, symmetrical, twisted, rounded, proportioned, pattern, criss-cross, symmetrical, spaces, busy, complex, comparison, properties, thick, thin, paint brush, paint, effective, colour, mix, primary, secondary, complementary, contrasting, pale, pastel, bold, earthy, vibrant, subtle, tone, subtle, contrasting, dramatic, broken, share, review, reflect, evaluate, apply, splashing, scratch, reveal, dotting, blowing, layering,</p> <p><u>Drawing</u> Observation, accurately, imagination, memory, line, size, thickness, delicate, flowing, continuous, solid, tone, subtle, contrasting, dramatic, broken, monochromatic, share, review, reflect, evaluate, three dimensional (3D), viewpoints, angle, birds eye view, surface texture, fine, uneven, raised, coarse, glossy, uneven, rough, harsh, fine, effects, investigate, sketchbook, develop ideas.</p> <p><u>Sculpture</u> Plan, design, observation, imagination, armature, Papier Mache, Modroc, newspaper, malleable, rigid, sculptors, architects, designers, select, arrange,</p>					



materials, clay, modelling, string, tape, boxes, tubes, plastic bottles, striking effect, sculpt, 3D, shape, form, coiled, symmetrical, twisted, rounded, proportioned, share, review, reflect, evaluate.

Printing

Refine, mono print, controlled marks, pattern, motif, ink block, transfer, press, roll, textures, negative space, pressure, master printing, layer, colour, complementary, contrasting, pale, pastel, bold, earthy, vibrant, subtle, patterns, repeated, criss-cross, symmetrical, spaced, busy, complex, share, review, reflect, evaluate.

Textiles

Fabric, properties, dye, colour, change, effect, transfer, stain, natural dye, resist paste, join, stitch, needle, thread, eye, running stitch, secure.



I will learn...

Create **sketchbooks** to record their observations and use them to review and revisit ideas.

- That a sketchbook is a working document.
- That a sketch book develops throughout a unit of work.
- That a sketchbook does not have to be 'perfect'.
- That I can explore and experiment with new media/materials in my sketchbook.
- That I can develop and refine techniques to create a desired effect.
- That I can try out ideas, plan colours and collect source material for future works.
- That I can use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.
- How to refer to previous work in my sketchbook to inform current piece of work.
- How to annotate how a skill/technique/effect was created for future reference.
- How to make notes in a sketchbook about techniques used by artists.

Learn about and take inspiration from notable **Artist**/architects/designers

- That a person that creates pieces of artwork is called an artist, artisan, or designer.
- That there are many different artists, artisans, and designers in the world.
- The names of notable artists, artisans, and designers.
- The difference between an artist, designer, and an artisan (1. Artist creates artwork, normally drawings or paintings. 2. Designer creates the plan/look of something for the artist or artisan to follow when making something. 3. Artisans creates models and objects normally to be sold and used e.g. pots, ceramics, clothes from fabric etc.).
- How to observe and discuss real artwork.
- How to identify and discuss the possible inspiration behind the artist, artisan, or designers work.
- How to identify the techniques that an artist has used to create a piece of artwork (the resources they have used and the way in which they can use them/the style of work that they have created).
- How to use suitable vocabulary surrounding the elements of Art (the ones that are relevant to the piece we are studying).
- How to recreate the techniques shown in a piece of artwork of my own.
- How to use vocabulary to describe an artist's work.

Improve mastery of art & design **techniques**

Collage

- That there is a wide range of materials that I can use and choose from to create my collage.
- How to select materials from a variety available to create a striking effect when I put them together. E.g. colours (realistic/representative and vibrant/abstract). Textures, contrasts etc.
- That the materials in a collage should overlap, there should be no gaps in my piece of artwork.
- How to arrange my selected materials to create a striking effect.



- That I can manipulate my materials to create a new texture/effect.
- How to fold, cut, tear, rip, fray, crumple and overlap my materials.
- How to use scissors to cut out a required shape and arrange these within my artwork to fill a space.
- How to share/present and discuss my work.
- How to reflect on and evaluate my work with my peers

Painting

- That the secondary colours are purple, orange and green.
- That tone refers to how dark or light a colour is.
- How to use black and white paint to change the tone of a secondary colour.
- How to identify a colour that I need and mix different tones of secondary colours to create them.
- That there is a range of techniques that I can use when painting. E.g. the resources I have used and the way in which I can use them.
- How to apply paint to surface in a range of different ways. (Splashing, scratching, dotting, blowing, washing etc.) using different techniques
- That I can use different types of brushes/ painting tools to create texture fill a space and add detail.
- That there are different types of paint, which create different effects. (Acrylic, watercolour, oil paint, powder paint etc.)
- That different types of paint have different purposes and properties.
- That exploration and experimentation of techniques and mediums can be used to inform my artwork.
- How to create the effects such as changes in tone, contrasting colours, dramatic colours and monochromatic work.
- How to share/present and discuss my work.
- How to reflect on and evaluate my work with my peers.

Drawing

- That I can draw from observation (recreating a picture of something that is in front of me).
- That I can draw from memory (something that I have seen, done, or experienced in the past)
- That I can draw from my imagination (something that I have made up or changed).
- How to draw from observation with more accuracy e.g. focus and perspective.
- That there is difference between 2D and 3D drawing.
- How I can use tones to create light and shadow to add to my 3D work.
- That I can change the viewpoint / perspective of the object that I am drawing and experiment with drawing from different angles.
- That different grade of graphite pencils create different shades.
- How to use a wider range of drawing tools. (Charcoal, chalk, ink etc.)
- How to add to my drawing from observation using different visual textures e.g. fine, uneven, raised, coarse, glossy
- That lines can be drawn in different thicknesses.



- That exploration and experimentation of techniques and mediums can be used to inform my artwork.
- How to share/present and discuss my work.
- How to reflect on and evaluate my work with my peers.

Sculpture

- How to reflect on and evaluate my work with my peers.
- How to design my own 3D sculpture and then use my plan to inform my creation.
- How an armature can support and strengthen my sculpture.
- How to use newspaper around an armature with Papier Mache/Mod Rock to create a sculpture.
- How to create an armature.
- That malleable means that the material's shape can be manipulated and changed without it breaking/cracking.
- That rigid means that the material cannot be forced out of shape.
- That the materials when constructing a sculpture can be manipulated/changed to achieve a desired look E.g. cardboard/boxes it can be cut and shaped, then re-joined if necessary or additional armatures can be added to change the shape of the sculpture.
- That there are a range of materials that I can choose from to create a sculpture.
- How to select materials from a variety that when I put them together will hold a striking effect e.g. realism, vibrant colours, contrasts, different textures etc.
- How to arrange the selected materials to give my artwork/model a striking effect.
- How to share/present and discuss my work.
- How to reflect on and evaluate my work with my peers.

Printing

- That the purpose of print making is to create multiple images of the same thing (a pattern)
- That the techniques I can use to make a print include pressing, rolling, rubbing, and stamping.
- How to make a print by pressing, rolling, rubbing, and stamping.
- That mono printing is made by placing patterns and materials onto a printing plate.
- That negative space is the space around the areas of interest.
- That there is a range of ways in which to create a monoprint. (removing ink from the surface, adding materials/textures to the surface, placing items with a different coloured ink onto the printing plate, placing paper over the top of the print plate and drawing on top to transfer the ink underneath.
- How to experiment with other monoprinting techniques.

Textiles

- That when working with fabric it is known as textiles.
- That fabrics can take on different colours when something is added to them. This can be dye, food colouring, natural dyes e.g. use of fruit or vegetables



with a vinegar fixative.

- How to dye/colour fabrics.
- How to use a resist paste and the effect that this can create.
- How to thread a needle.
- How to join fabric together using a running stitch
- How to secure a stitch so that it does not become un-done.