**Art in Year 3**

Topics: Painting (Term 1 & 2), Sketching (Terms 3 & 4), Sculpture (Term 5), Pottery (Term 6)

**Terms 1 & 2: Painting**

**National Curriculum Objectives:**

* Pupils should be taught 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]
* Pupils should be taught about great artists, architects and designers in history
* Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas

**Substantive Knowledge:**

* Gather and review information, references and resources related to their ideas and intentions
* Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
* Create original, knowledge informed outcomes
* Analyse and evaluate own artwork and the work of others

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Know about and describe the work of some artists, craftspeople, architects and designers
* Reflect upon the artists’ work, and share your response verbally (“I liked… I didn’t understand… it reminded me of…”)
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work
* Generating ideas:
* Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.
* Creating:
* Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief.
* Painting:
* Choose paints and implements appropriately and experiment with a wider range of different effects – e.g. layering, scraping, colour blocking, washes, thickening paint, scratching, dotting and splashing
* Mix colours and know which prime colours make secondary colours; experiment with tone, shade and tint

**Assessment Questions:**

* Can pupils use a range of painting techniques effectively?
* Are pupils able to mix secondary colours using primaries?
* Are pupils able to respond to a brief, making careful, independent choices as to the colours and tools/techniques required?
* Can pupils represent tone and shade in their paintings?

**Art in Year 3**

Topics: Painting (Term 1 & 2), Sketching (Terms 3 & 4), Sculpture (Term 5), Pottery (Term 6)

**Terms 3 & 4: Drawing**

**National Curriculum Objectives:**

* Pupils should be taught 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]
* Pupils should be taught about great artists, architects and designers in history
* Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas

**Substantive Knowledge:**

* Gather and review information, references and resources related to their ideas and intentions
* Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
* Create original, knowledge informed outcomes
* Analyse and evaluate own artwork and the work of others

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Know about and describe the work of some artists, craftspeople, architects and designers
* Reflect upon the artists’ work, and share your response verbally (“I liked… I didn’t understand… it reminded me of…”)
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work
* Generating ideas:
* Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.
* Creating:
* Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief.
* Drawing:
* Experiment with different grades of pencil; explain choices about use of media
* Use different media to achieve variations in line, texture, tone, shape, pattern and colour; identify and draw the effect of light

**Assessment Questions:**

* Are pupils able to represent different shades/tones using different grades of pencils?
* Are pupils able to achieve different variations in their work with different media – eg: pencils, charcoal?
* Are pupils able to use simple shading techniques to show the effect of light in their drawings?
* Can pupils respond and reflect effectively to the work of other artists?

**Art in Year 3**

Topics: Painting (Term 1 & 2), Sketching (Terms 3 & 4), Sculpture (Term 5), Pottery (Term 6)

**Term 5: Sculpture**

**National Curriculum Objectives:**

* Pupils should be taught 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]
* Pupils should be taught about great artists, architects and designers in history
* Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas

**Substantive Knowledge:**

* Gather and review information, references and resources related to their ideas and intentions
* Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
* Create original, knowledge informed outcomes
* Analyse and evaluate own artwork and the work of others

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Know about and describe the work of some artists, craftspeople, architects and designers
* Reflect upon the artists’ work, and share your response verbally (“I liked… I didn’t understand… it reminded me of…”)
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work
* Generating ideas:
* Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.
* Creating:
* Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief.
* Sculpture:
* Plan and design ideas in a sketchbook; make models
* Cut and join wood with support; make a simple paper mache object using wire or assembled found materials

**Assessment Questions:**

* Can pupils plan and design a sculpture using a sketchbook?
* Are pupils able to effectively select the most appropriate materials, tools and processes?
* Can pupils create three dimensional shapes which reflect their design ideas?
* Are pupils able to create their sculpture to reflect the work of a famous artist?

**Art in Year 3**

Topics: Painting (Term 1 & 2), Sketching (Terms 3 & 4), Sculpture (Term 5), Pottery (Term 6)

**Term 6: Pottery**

**National Curriculum Objectives:**

* Pupils should be taught 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]
* Pupils should be taught about great artists, architects and designers in history
* Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas

**Substantive Knowledge:**

* Gather and review information, references and resources related to their ideas and intentions
* Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
* Create original, knowledge informed outcomes
* Analyse and evaluate own artwork and the work of others

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Know about and describe the work of some artists, craftspeople, architects and designers
* Reflect upon the artists’ work, and share your response verbally (“I liked… I didn’t understand… it reminded me of…”)
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work
* Generating ideas:
* Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.
* Creating:
* Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief.
* 3D Work:
* Make informed choices about different clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures; build a textured relief tile; construct a simple clay base for modelling other shapes; build a functional form

**Assessment Questions:**

* Can pupils use a range of clay techniques to create different patterns and surface textures?
* Are pupils able to use clay tools safely and effectively – eg: knives, rolling pins, etc?
* Can pupils create an item with well-proportioned form – eg: handles smaller than the pot itself?
* Are pupils able to name two famous potters?