



Art and Design

Curriculum Overview

Year 3



Concepts Year 3	Composition	Identify and describe artistic elements (e.g. Colours, patterns, textures, lines, shapes, Forms and spaces) in a variety of artistic styles. Recreate some elements (e.g. Colours, patterns, textures, lines, shapes, Forms and spaces) of artistic styles.	
	Communication	Apply their knowledge and understanding of artistic elements and different artistic styles to create their own pieces of art.	
	Comprehension	Describe how a piece of art makes them feel using simple language linked to artistic elements and give reasons why.	
NC Objectives: KS2	Pupils should be taught: <ul style="list-style-type: none"> 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] about great artists, architects and designers in history. 		
Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.		
Sketchbooks	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process		
Evaluating and Analysing	Confidently explain their ideas and opinions about their own and other's artwork, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work		
Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.		
AUTUMN - Painting and mixed media - Prehistoric Paintings			
Making skills	Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.		
Context	Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.		
Vocabulary	Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone		

SPRING - Drawing - Growing Artists

Making skills	Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
Context	Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.
Vocabulary	Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder

SUMMER 1 - Sculpture and 3D - Abstract Shape and Space

Making skills	Able to plan and think through the making process to create 3D forms. Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Explore how shapes can be used to create abstract artworks in 3D.
Context	Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.
Vocabulary	Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space

SUMMER 2- Craft and Design - Fabric of Nature

Making skills	Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries. Follow a design process from mood-board inspiration to textile creation, planning how a pattern could be used in a real-world context.
Context	Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.
Vocabulary	Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry
Opportunities for Recap	<ul style="list-style-type: none"> - Draw with expression and begin to experiment with gestural and quick sketching. - Mix colours with greater accuracy and begin to consider how colours can be used expressively. - Design and make creative work for different purposes, evaluating the success of the techniques used.