

Year 3 Art	Curriculum Driving Concepts		
	Drawing, paint and mixed media, sculpture and 3D		
	Autumn	Spring	Summer
	Digital art: (Photography project)	Drawing: Eye can see you (Faces and eyes- proportion)	Sculpture and 3D: Life in colour (clay faces)
Key artist	Andy Goldsworthy	Mariusz Kedzierski	Pablo Picasso
Values	Friendship and Love	Respect and responsibility	Perseverance and Hope
What we need to know Red Hill Riches	<p>Andy Goldsworthy is a contemporary artist, sculptor and photographer.</p> <p>Andy Goldsworthy uses natural materials including leaves, fire and water.</p> <p>You can scale up and down in photography.</p> <p>Foreground, background and middle ground is used during photography.</p> <p>Natural sculptures can be created using resources found</p>	<p>Mariusz Kedzierski created portraits of faces.</p> <p>Graded pencils create different affects</p> <p>Intricate marks, patterns with a pencil.</p> <p>Faces are drawn in proportion.</p> <p>You can sketch in different mediums including pencil and charcoal.</p>	<p>Picasso is a cubist painter who focused on abstract portraits.</p> <p>You can manipulate clay to make a variety of shapes.</p> <p>You attach clay using slip and scratches.</p> <p>Colour can reflect mood.</p> <p>Cool colours are greens, blues and purples</p> <p>Warm colours are yellows, oranges and reds</p>
Overview of learning	<p>The sequence of learning will follow the research and immerse, develop ideas, experiment and respond, explore and develop skills, apply and create and evaluate lessons.</p> <p>The children will be creating their own piece of digital art using natural resources taking inspiration from Andy Goldsworthy. The children will be looking at the foreground, middle and background within images and designing and creating images using resources that they have retrieved from outside.</p>	<p>The sequence of learning will follow the research and immerse, develop ideas, experiment and respond, explore and develop skills, apply and create and evaluate lessons.</p> <p>Children will be looking at proportion and using their sketching and drawing skills to create facial features in proportion using Mariusz Kedzierski as inspiration. Children will be using different mediums to scale to enlarge drawings and create tone using shading. They will be able to apply observational drawing skills to create detailed studies.</p> <p>To apply an understanding of composition to create abstract drawings that reflect our value of friendship and hope</p>	<p>The sequence of learning will follow the research and immerse, develop ideas, experiment and respond, explore and develop skills, apply and create and evaluate lessons.</p> <p>Children will be studying Pablo Picasso and creating their own abstract portraits to reflect a mood using clay. Children will be using their previous knowledge of proportion and creating facial features using clay techniques to attach these together.</p> <p>To evaluate and improve an artwork</p>

<p>Links to prior knowledge (footprints)</p>		<p>To know that 'composition' means how things are arranged on the page.</p> <p>To know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns and create surface texture.</p> <p>To know that patterns can be used to add detail to an artwork.</p> <p>To know that shapes can be organic (natural) and irregular.</p> <p>To know that drawing materials can be used to show light and dark.</p> <p>To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>To know that patterns can be used to add detail to an artwork.</p>	<p>To know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>To know that a clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>To know that patterns can be made using shapes.</p> <p>To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>To know that patterns can be used to add detail to an artwork.</p>
<p>Vocabulary</p>	<p>Contemporary, sculptor, photographer, natural, scale, foreground, background, middle ground, environmental, exposure, lens, zoom</p>	<p>Intricate, graded, cross-hatching, blending, proportion, freehand, charcoal, shades, texture,</p>	<p>Cubist, scratches, slip, ceramics, warm colours, cool colours, features, abstract</p>
<p>Excellence</p> <p>Enjoyment</p> <p>Everyone</p> <p>Everything</p>	<p>Excellence: Inspired by the greatest of artists.</p> <p>Enjoyment: Each lesson will be engaging, creative and enjoyable.</p> <p>Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.</p> <p>Everything: Every piece of work will be celebrated, every lesson.</p>	<p>Excellence: Inspired by the greatest of artists.</p> <p>Enjoyment: Each lesson will be engaging, creative and enjoyable.</p> <p>Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.</p> <p>Everything: Every piece of work will be celebrated, every lesson.</p>	<p>Excellence: Inspired by the greatest of artists.</p> <p>Enjoyment: Each lesson will be engaging, creative and enjoyable.</p> <p>Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.</p> <p>Everything: Every piece of work will be celebrated, every lesson.</p>

<p>Disciplinary Knowledge</p>	<p>Confidently explaining their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Using sketchbooks as part of the problem-solving process and making changes to improve their work.</p>	<p>Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process.</p> <p>Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Confidently using a range of materials, selecting and using these appropriately with more independence.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Drawing with expression and beginning to experiment with gestural and quick sketching.</p> <p>Exploring tone using a variety of pencil grade (HB, 2B, 4B) to show form; drawing light/dark lines, patterns and shapes. To understand scale to enlarge drawings in a different medium</p> <p>To recognise how artists use shape in drawing</p> <p>To apply an understanding of composition to create abstract drawings that reflect our value of friendship and hope</p>	<p>Use appropriate materials</p> <p>And tools to work accurately to make cuts and holes.</p> <p>Join materials and begin to make strong structures.</p> <p>Select appropriate tools and techniques when creating structures.</p> <p>Make alterations to the product after checking, to make it better.</p>
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