

| <b>Year 3 - DRAWING</b>  |  |  |  |
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| <b>SKILLS AND KNOWLEDGE</b>  | <b>UNDERSTANDING</b>   | <b>CULTURAL</b>  | <b>VOCABULARY</b>  |
| <i>Children will learn to</i>  | <i>Children will learn that</i>  | <i>Children will learn to</i>  |  |
| <p><b>Use a sketchbook to record their ideas, observations and imaginative drawings using an increasing range of marks, lines and patterns.</b></p> <p><b>Make choices from a range of different tools and surfaces.</b></p> <p><b>Use drawings as a basis for working in other media – cartoon representations of known people, changing the look of a known building.</b></p> <p><b>Explore a sense of scale – people, places, buildings, things and nature.</b></p> | <p><b>Drawing can be used to develop ideas – designing a new playground or a seat for a communal area.</b></p> <p><b>Drawing can be used as a starting point for other processes – plans for models.</b></p> <p><b>It is important to carefully observe when drawing from life, noting scale, shape and position of the original - e.g. contents of a lunchbox.</b></p> <p><b>Objects look smaller in the background and some parts of the object may not be seen.</b></p> | <p><b>Look at and talk about drawing within their own environment</b></p> <p><b>Understand that drawing has different purposes in different cultures - cartoons on TV and in magazines</b></p> <p><b>Understand that drawing is used to record and inform – city planning and architecture</b></p> | <p><b>Frame</b></p> <p><b>Cartoon</b></p> <p><b>Comic strip</b></p> <p><b>Map</b></p> <p><b>Position</b></p> <p><b>Boundary</b></p> <p><b>Label</b></p> <p><b>Line</b></p> <p><b>Symbol</b></p> <p><b>Practical</b></p> <p><b>Impractical</b></p> <p><b>Change</b></p> <p><b>Improve</b></p> |

| <b>Year 3 – PAINTING</b>  |   |   |  |
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| <b>SKILLS AND KNOWLEDGE</b>   | <b>UNDERSTANDING</b>  | <b>CULTURAL</b>   | <b>VOCABULARY</b>  |
| <i>Children will learn to</i>   | <i>Children will learn that</i>   | <i>Children will learn to</i>   |  |
| <p><b>Mix a range of tones from one colour and use a wider colour vocabulary – add white to red, blue or green to extend a range of tones.</b></p> <p><b>Apply paint in a range of controlled strokes, dots, lines and washes –</b> experiment by adding water and using different brushes.</p> <p><b>Choose to work on a large or small scale depending on the desired outcome -</b> compare the effects of versions of the same image.</p> <p><b>Select a focal point using a viewfinder and enlarge.</b></p> | <p><b>Objects look smaller in the background and the whole object may not be seen.</b></p> <p><b>There is an appropriate vocabulary to describe the colour and consistency of paint.</b></p> <p><b>Scale can be altered to give a different effect.</b></p> <p><b>Brushes must be used appropriately and looked after in order to obtain the best results – pure colours can only be created using clean brushes and materials.</b></p> | <p><b>Recognise, talk about and describe the work of artists from different cultures and times –</b> patterns used in textiles around the world .</p> <p><b>Begin to show an understanding of the work of different artists and make comparisons.</b></p> | <p><b>Abstract</b><br/> <b>Natural</b><br/> <b>Bold</b><br/> <b>Delicate</b><br/> <b>Detailed</b><br/> <b>Colour descriptors e.g.</b> scarlet, crimson, emerald, eau de nil, turquoise<br/> <b>Watery</b><br/> <b>Intense</b><br/> <b>Strong</b><br/> <b>Opaque</b><br/> <b>Translucent</b><br/> <b>Wash</b><br/> <b>Tint</b><br/> <b>Shade</b><br/> <b>Background</b><br/> <b>Foreground</b><br/> <b>Middleground</b></p> |

| <b>Year 3 - PRINTING</b>   |  |  |  |
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| <b>SKILLS AND KNOWLEDGE</b>  | <b>UNDERSTANDING</b>   | <b>CULTURAL</b>  | <b>VOCABULARY</b>  |
| <i>Children will learn to</i>  | <i>Children will learn that</i>  | <i>Children will learn to</i>  |  |
| <p><b>Make printed marks with a variety of objects</b> – find which objects make the best marks.</p> <p><b>Make a mono print as a basis for a mixed media image</b> – make a printed rain forest background.</p> <p><b>Use marbling effects on paper, cloth and 3D objects</b> – investigate similarities and differences in techniques.</p> <p><b>Use a pounce to apply an even distribution of colour to a stencilled surface</b> – layer different colour ink for leaves etc.</p> | <p><b>Printed images may be created in layers.</b></p> <p><b>Print can be used as an endpoint or as one element in a part of mixed media work.</b></p> <p><b>The printing process has a specific language.</b></p> | <p><b>Recognise the history of printmaking as a craft and early industrial form</b> – Caxton.</p> <p><b>Recognise and be aware of artists' and designers' use of pattern for functional and decorative purposes</b> – stencilling in interior design throughout the world.</p> | <p><b>Imprint</b><br/> <b>Impression</b><br/> <b>Mould</b><br/> <b>Monoprint</b><br/> <b>Background</b><br/> <b>Marbling</b><br/> <b>Surface</b><br/> <b>Absorb</b><br/> <b>Stencil</b><br/> <b>Pounce</b><br/> <b>Negative image</b><br/> <b>Positive image</b></p> |

| <b>Year 3 – COLLAGE AND TEXTILES</b>   |  |  |  |
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| <b>SKILLS AND KNOWLEDGE</b>  | <b>UNDERSTANDING</b>   | <b>CULTURAL</b>  | <b>VOCABULARY</b>  |
| <i>Children will learn to</i>  | <i>Children will learn that</i>  | <i>Children will learn to</i>  |  |
| <p><b>Use tie and dye as a process for changing the colour of cloth.</b></p> <p><b>Embellish their work with a range of decorative stitching – including running, cross, chain and stem stitch.</b></p> <p><b>Recycle, using reclaimed yarn to create felt.</b></p> <p><b>Use collage as a means of creating an image.</b></p> | <p><b>Different materials may be assembled to create an end product.</b></p> <p><b>Cloth can be manipulated, changed and embellished in a number of different ways.</b></p> <p><b>Cloth does not have to be woven.</b></p> <p><b>Designs can be based on the natural/made world.</b></p> | <p><b>Understand that cloth is part of daily life and has been designed for a purpose that is not necessarily aesthetic.</b></p> <p><b>Recognise the variety of textiles in different times and cultures.</b></p> <p><b>Recognise that fabric plays an important part in the lives of those in our own and other cultures.</b></p> | <p><b>Tie and dye</b></p> <p><b>Natural</b></p> <p><b>Synthetic</b></p> <p><b>Vat</b></p> <p><b>Bunching</b></p> <p><b>Dip</b></p> <p><b>Soak</b></p> <p><b>Resist</b></p> <p><b>Threading</b></p> <p><b>Stitching</b></p> <p><b>Embroidery</b></p> <p><b>Cross stitch</b></p> <p><b>Running stitch</b></p> <p><b>Stem stitch</b></p> <p><b>Shrunken</b></p> <p><b>Wool tops</b></p> <p><b>Carding</b></p> <p><b>Tease</b></p> <p><b>Matting</b></p> |

| <b>Year 3 - SCULPTURE</b>   |   |  |   |
|---|---|--|---|
| <b>SKILLS AND KNOWLEDGE</b>   | <b>UNDERSTANDING</b>  | <b>CULTURAL</b>  | <b>VOCABULARY</b>   |
| <i>Children will learn to</i>   | <i>Children will learn that</i>   | <i>Children will learn to</i>  |   |
| <p>Develop understanding and control of modelling using clay and card.</p> <p>Increase control and knowledge of tools; their suitability for different tasks and how to store and care for them safely.</p> <p>Explore and use a variety of approaches as they create ideas for 3D work.</p> <p>Work on large and small scale projects, both individually and as part of a group.</p> | <p>There is a difference between 2D and 3D art.</p> <p>There are limitations and possibilities in 3D art.</p> <p>People have different views about different styles of sculpture.</p> <p>Sculpture techniques translate to architectural details – bas relief, decorative coving, carved columns.</p> | <p>Recognise and be able to name some famous sculptures e.g. <i>Angel of the North</i>, and begin to recognise the work of particular sculptors – Henry Moore, Anthony Gormley.</p> <p>Compare and contrast sculpture from different times and cultures – Egyptian, neo-lithic, Roman renditions of the human figure .</p> | <p>Viewpoint</p> <p>Detail</p> <p>Decoration</p> <p>Natural</p> <p>Form</p> <p>Two-dimensional</p> <p>Three-dimensional</p> <p>Tiles</p> <p>Brick</p> <p>Slate</p> <p>Wood</p> <p>Stone</p> <p>Metal</p> <p>Texture</p> <p>Bronze</p> <p>Iron</p> |

| <b>Year 3 – DIGITAL MEDIA</b>  |   |   |  |
|--|---|---|--|
| <b>SKILLS AND KNOWLEDGE</b>  | <b>UNDERSTANDING</b>  | <b>CULTURAL</b>   | <b>VOCABULARY</b>  |
| <i>Children will learn to</i>  | <i>Children will learn that</i>   | <i>Children will learn to</i>   |  |
| <p><b>Develop their imagination and ability to generate ideas by using a digital camera to capture images for their work – photo montage.</b></p> <p><b>Develop their technical skills in the use of software, by experimenting with scale, colour and layering – use green screen technology to produce a scene of alien invasion or fantasy world.</b></p> | <p><b>Digital art combines different images to create dramatic compositions for different purposes.</b></p> <p><b>Filming objects against a green screen is one process used in creating digital effects.</b></p> | <p><b>Recognise the use of digital technology in film and TV.</b></p> | <p><b>Layer</b><br/> <b>Layer palette</b><br/> <b>Scale</b><br/> <b>Overlay</b><br/> <b>Transparent</b><br/> <b>Green screen</b><br/> <b>Move tool</b><br/> <b>Magic wand</b><br/> <b>Hue</b><br/> <b>Saturation</b><br/> <b>Enhance</b></p> |

## OPPORTUNITIES FOR ASSESSMENT – YEAR 3

| <b>DRAWING</b>  | <b>PAINING</b>  | <b>PRINTING</b>  |
|---|---|--|
| <b>Draw a cartoon of self, undertaking a favourite activity, portraying exaggerated features.</b> | <b>Mix a range of tones from a limited palette of a single colour and white.</b>      | <b>Apply an even distribution of ink, through their own stencil, using a pounce.</b> |
| <b>COLLAGE &amp; TEXTILES</b>   | <b>SCULPTURE</b>  | <b>DIGITAL MEDIA</b>   |
| <b>Thread a needle, tie a knot and sew an even row of running stitch.</b>                         | <b>Use a range of mark-making tools to produce a symmetrical patterned clay tile.</b> | <b>Use photo software to add layers to an image.</b>                                 |