

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

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

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

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

Year 3 - SCULPTURE			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<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>

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

OPPORTUNITIES FOR ASSESSMENT – YEAR 3

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