



What are the aims and intentions of this curriculum?

That by the end of KS2, pupils will:

- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- know about great artists, architects and designers in history.

Formal elements: Knowledge

Colour	Know that using light and dark colours next to each other creates contrast Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints	Line	To know that different drawing tools can create different types of lines
		Tone	To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling
Form	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube To know that organic forms can be abstract	Pattern	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin) To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns
Shape	To know that negative shapes show the space around and between objects	Texture	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object



Art Curriculum: Year 3

Unit	Topic	Knowledge and Skills	Vocabulary
1	<p>Drawing: Growing artists</p> <p>Artists: Max Ernst, Carl Linnaeus, Georgia O’Keeffe, Maud Purdy</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process</p> <p>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</p> <p>Confidently use of a range of materials, selecting and using these appropriately with more independence</p> <p>Draw with expression and begin to experiment with gestural and quick sketching</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>Use subject vocabulary to describe and compare creative works</p> <p>Use their own experiences to explain how art works may have been made</p> <p>Confidently explain their ideas and opinions about their own and other’s art work, giving reasons</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work</p>	<p>abstract, arrangement, blend, botanical, botanist, composition, cut, dark, even, expressive, form, frame, frottage, geometric, gestural, grip, light, line, magnified, organic, object, pressure, rubbing, scale, scientific, shading, shape, smooth</p>
2	<p>Painting and mixed media: Prehistoric painting</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process</p> <p>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</p> <p>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 e.g. choosing a fine paintbrush for making detailed marks</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours</p> <p>Modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas</p> <p>Use subject vocabulary to describe and compare creative works</p> <p>Use their own experiences to explain how art works may have been made</p> <p>Confidently explain their ideas and opinions about their own and other’s art work, giving reasons</p>	<p>charcoal, composition, negative image, pigment, positive image, prehistoric, proportion, scaled up, sketch, smudging, texture, tone</p>



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		Use sketchbooks as part of the problem-solving process and make changes to improve their work	
3	<p>Sculpture and 3D: Abstract shape and space</p> <p>Artists: Ruth Asawa, Anthony Caro</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process</p> <p>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</p> <p>Able to plan and think through the making process to create 3D forms using a range of materials</p> <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold)</p> <p>Experiment with combining found objects and recyclable material to create sculpture</p> <p>Use subject vocabulary to describe and compare creative works</p> <p>Use their own experiences to explain how art works may have been made</p> <p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work</p>	<p>structure</p> <p>three dimensional</p> <p>abstract</p> <p>found objects</p> <p>sculptor</p> <p>sculpture</p> <p>abstract</p> <p>negative space</p> <p>positive space</p> <p>detail</p>
4	<p>Craft and design: Ancient Egyptian scrolls</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process</p> <p>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</p> <p>Learn a new making technique (paper making) and apply it as part of their own project</p> <p>Investigate the history of a craft technique and share that knowledge in a personal way</p> <p>Design and make creative work for different purposes, evaluating the success of the techniques used</p>	<p>ancient, audience,</p> <p>civilisation, colour,</p> <p>composition, convey,</p> <p>design, Egyptian, Fold,</p> <p>imagery, inform, layout,</p> <p>material, painting,</p> <p>papyrus, pattern, process,</p> <p>scale, scroll, sculpture,</p> <p>shape, technique, zine</p>



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