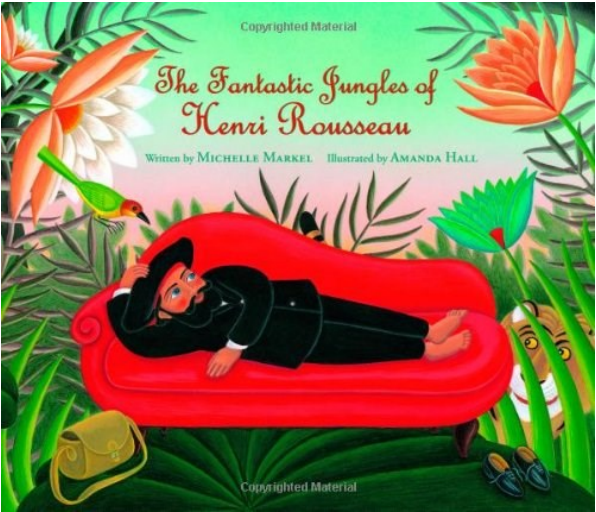
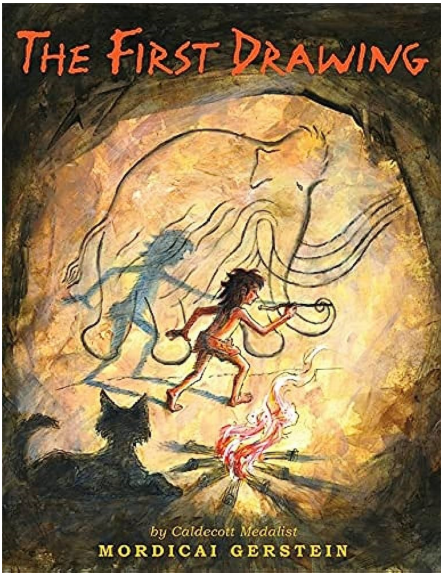




**YEAR 3**

**ART CURRICULUM**

## Year 3 Art - How we 'work' and 'think' like an artist.

Topics of Study	Key Art Knowledge and Understanding
<ul style="list-style-type: none"> <li>• Drawing: Prehistoric cave artwork</li> <li>• Sculpture: Stonehenge clay model</li> <li>• Painting: Artist Study—Henri Rousseau</li> <li>• Computing: Moving monsters digital artwork</li> <li>• Drawing: Artist Study-Lucy Pittaway</li> </ul>	<p>⇒ Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>⇒ Know that using different tools or using the same tool in different ways can create different types of lines.</p> <p>⇒ Know that surface rubbings can be used to add or make patterns.</p> <p>⇒ Know that texture in artwork can be real or a surface can be made to appear textured.</p> <p>⇒ Know that 'tone' in art means light and dark.</p> <p>⇒ Know that shading helps make drawn objects look realistic.</p> <p>⇒ Know some basic rules for shading when drawing e.g. shade in one direction, blending tones smoothly and with no gaps.</p> <p>⇒ Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>⇒ Know paint colours can be mixed using natural substances and that prehistoric people used these paints.</p> <p>⇒ Know that negative shapes show space around and between objects.</p> <p>⇒ Know that using different tools or using the same tool in different ways can create different types of lines.</p> <p>⇒ Know that texture in artwork can be real or a surface can be made to appear textured.</p> <p>⇒ Know that light and dark colours next to each other creates contrast and depth.</p> <p>⇒ Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>⇒ Know that organic forms can be abstract.</p> <p>⇒ Know that artists can focus on shapes when making abstract art.</p>
Vocabulary	
<p>watercolour, range, grades, charcoal, colour wheel, thickness, symmetrical, rubbing, rolling, pressing, stamping, sections, response</p>	
Quality Literature Links	
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><i>The Fantastic Jungles of Henri Rousseau</i> Written by MICHELLE MARKEL Illustrated by AMANDA HALL</p> </div> <div style="text-align: center;">  <p><b>THE FIRST DRAWING</b> by Caldecott Medalist <b>MORDCAI GERSTEIN</b></p> </div> </div>	

## Year 3 Art - Broader Curriculum Aims and Objectives

### Progression of Skills

Painting	Drawing	Sculpture	Computing	Colour
<ul style="list-style-type: none"> <li>⇒ Paint using poster paints by choosing from two different brushes for effect</li> <li>⇒ Paint using watercolour paints by exploring what happens when water or paint is increased or decreased</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Practise how to draw using <b>three</b> grades of drawing pencil</li> <li>⇒ Practise how to draw using chalk pastels and oil pastels</li> <li>⇒ Practise how to draw using charcoal</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Create an object from a slab of clay and add detail</li> <li>⇒ Shape clay by rubbing, rolling, pressing and stamping and add detail by adding sections for effect</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Know how to use different effects with PurpleMash to create a piece of artwork</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Be able to identify and make primary colours and use this knowledge to create secondary colours</li> <li>⇒ Identify warm colours and cool colours</li> <li>⇒ Know where each of the primary and secondary colours are on the colour wheel</li> </ul>
Texture	Line	Shape	Artist study	Sketchbooks
<ul style="list-style-type: none"> <li>⇒ Add texture to clay sculptures using a variety of supplies</li> <li>⇒ Use different grades of pencil to show textures</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Use a variety of horizontal and vertical lines</li> <li>⇒ Be able to name types of lines (direction and type e.g. wavy, straight, corners)</li> <li>⇒ Know how to use drawing materials to create lines of different</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Draw shapes from lines and be able to identify them</li> <li>⇒ Create a symmetrical shape</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Describe what can be seen in a piece of artwork.</li> <li>⇒ Describe how artists have used skills within their artwork.</li> <li>⇒ Know how to create a piece of artwork in response to the work of another artist</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Explain what skills have been used in their artwork</li> </ul>

# Year 3 Art - Artist Studies and Sketchbook Skills

## Progression of Skills

### PRIOR SKILLS-ARTIST STUDY

**YEAR 1:** Describe what can be seen in a piece of artwork

**YEAR 2:** Describe how artists have used skills within their artwork.

### Year 3 Artist Study

Know how to create a piece of artwork in response to the work of another artist.

### FUTURE SKILLS—ARTIST STUDY

**YEAR 4:** Identify the techniques used by artists and consider why they have used them.

**YEAR 5:** Know how different artists developed their techniques

**YEAR 6:** Understand and explain what an artist is trying to achieve by producing their art

### PRIOR SKILLS-SKETCHBOOKS

### Year 3 Sketchbooks

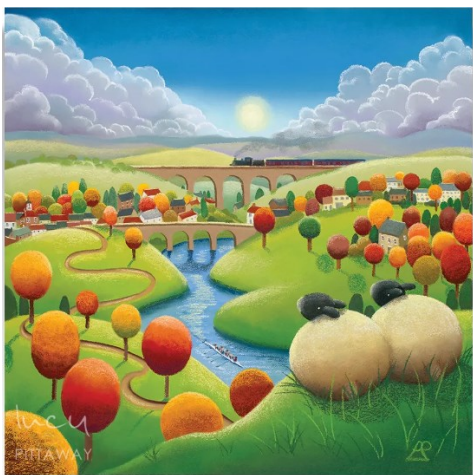
Explain what skills have been used in their artwork.

### FUTURE SKILLS—SKETCHBOOKS

**YEAR 4:** Describe likes and dislikes of artwork.

**YEAR 5:** Suggest improvements to their own work through self-evaluation.

**YEAR 6:** Consider skills used and make decisions about the effectiveness.



Lucy Pittaway

### Key Artwork

Watching the World Go By



Henri Rousseau

### Key Artwork

Tiger in a Tropical Storm



**PRIOR LEARNING LINKS**

**YEAR 1 DRAWING:** Children drew a landscape as part of design technology and completed a Bonfire Night chalk picture using different lines.

**YEAR 2 DRAWING:** Children drew a self-portrait, considering which types of line they would use and how much space each feature would take up on the face.

**YEAR 2 DRAWING:** Children produced nature inspired drawings based on artwork by Maria Sibylla Merian.

**FUTURE LEARNING LINKS**

**YEAR 4 DRAWING:** Children will draw musician in the style of Andy Warhol using oil pastels and they will draw the digestive organs using a wider range of drawing pencils.

**YEAR 5 DRAWING:** Children will draw Greek vases using charcoal techniques and a landscape of a volcanic eruption.

**YEAR 6 DRAWING:** Children will draw an anatomical drawing of a human heart using fine liners.

Year 3 Art

**Art School Themes: Drawing**

**Units of Learning:**

**How can we use charcoal to draw a cave art inspired scene?**

**How can we draw in the style of Lucy Pittaway?**

**What is charcoal?**

How can charcoal be used in artwork?

Can we create lines of different thickness using charcoal? **L T**

**Can we create a charcoal drawing inspired by prehistoric cave artwork?**

Why is charcoal a good choice of drawing material? **F Sh L**

**What effect does using a three pencil grades have on art?**

How would you describe the pencil grades you have been given? **C T**

Artist Study - Lucy Pittaway

**What does the word symmetrical mean?**

Why it is important to draw symmetrical shapes? **Sh**

**Can we create a landscape drawing in the style of Lucy Pittaway?**

Which pencil colours would be a good choice to colour in your art? **C F Sh**

**How we 'work' and 'think' like an artist.**

Colour - <b>C</b>	Line - <b>L</b>	Texture - <b>T</b>	Shape - <b>Sh</b>	Space - <b>Sp</b>	Pattern - <b>P</b>	Form - <b>F</b>	Artist Study
Understanding how colour can be used within art work to create a desired effect	Understanding how lines can be used in different ways to create effects	Understanding the importance of showing texture in artwork and its impact	Understanding the importance of considering shape when drawing to achieve accuracy	Using the space effectively when producing artwork	Choosing and creating patterns to achieve a desired style	Considering the importance of the form of what artwork depicts	Understanding the styles of a range of artists and using their work as inspiration



**PRIOR LEARNING LINKS**

**YEAR 1 SCULPTURE:** Children created a pinch pot bowl and used clay tools to create texture effects.

**YEAR 2 SCULPTURE:** Children created a sculpture of a Bog Baby based on the story by Jeanne Willis and used different resources to add texture.

**FUTURE LEARNING LINKS**

**YEAR 5 SCULPTURE:** Children create a papier mâché sculpture using a range of materials inspired by Yayoi Kusama.

Year 3 Art

**Art School Themes: Sculpture**

**Unit of Learning:**

**How can we use clay to create a sculpture of Stonehenge?**

**What can we do to clay to changes it shape and add detail?**

What do we already know about adding texture to clay?

Can we rub it? Can we press it? Can we roll it? Can we stamp it?

**Sh T F**

**How can clay be used to make a model of Stonehenge?**

How could pressing, rolling, rubbing and stamping help?

Can we add on extra parts to add detail?

**Sh T F**

**How we 'work' and 'think' like an artist.**

Colour - <b>C</b>	Line - <b>L</b>	Texture - <b>T</b>	Shape - <b>Sh</b>	Space - <b>Sp</b>	Pattern - <b>P</b>	Form - <b>F</b>	Artist Study
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### PRIOR LEARNING LINKS

**YEAR 1 PAINTING:** Children create a Paul Klee inspired castle painting, thinking about shape and line and they used their knowledge of primary and secondary colours to create a Wassily Kandinsky inspired piece of artwork.

**YEAR 2 PAINTING:** Children identified warm and cool colours and chose between two brushes to create effects for a Great Fire of London painting.

### Year 3 Art

### Art School Themes: Painting

### Unit of Learning:

**How can we use watercolours to paint in the style of Henri Rousseau?**

### FUTURE LEARNING LINKS

**YEAR 4 PAINTING:** Children explore tints, tones and shades to create a landscape painting of the rainforest, considering which paint brushes will be needed for each aspect.

**YEAR 5 PAINTING:** Children use watercolours to paint flowers inspired by Georgia O'Keefe considering complimentary colours on the colour wheel.

**YEAR 6 PAINTING:** Children create an acrylic paint coastal landscape using texture techniques.

**YEAR 6 PAINTING:** Children create a painting inspired by Edvard Munch using the colour wheel to create mood.

### Artist Study - Henri Rousseau

#### What are watercolour paints?

How can we use watercolour paints effectively?

What happens when water is added? What happens when paint is added?

C

#### How does the colour wheel work?

How does the colour wheel help us to make colour choices?

Where are the primary and secondary colour located?

C

#### Can we use watercolours to create a painting inspired by Henri Rousseau?

Where are your colours on the colour wheel?

What will you do if you need a darker colour or a lighter colour of paint?

Sp

### How we 'work' and 'think' like an artist.

Colour - C	Line - L	Texture - T	Shape - Sh	Space - Sp	Pattern - P	Form - F	Artist Study
Understanding how colour can be used within art work to create a desired effect	Understanding how lines can be used in different ways to create effects	Understanding the importance of showing texture in artwork and its impact	Understanding the importance of considering shape when drawing to achieve accuracy	Using the space effectively when producing artwork	Choosing and creating patterns to achieve a desired style	Considering the importance of the form of what artwork depicts	Understanding the styles of a range of artists and using their work as inspiration



**PRIOR LEARNING LINKS**

N/A

**FUTURE LEARNING LINKS**

**YEAR 4 COMPUTING:** Children integrate graphics and text to design their book sleeve as part of a design technology project.

Year 3 Art

**Art School Themes: Computing**

**Unit of Learning:**

**How can we use technology to design our moving monsters?**

**How can technology help us to create designs?**

What techniques for art are available using apps?

How can using 3D shapes help us to create an accurate form of an object? **Sh F**

**Can we create digital artwork to show what our moving monsters look like?**

How will you include 3D shapes?

What features will you include to make it look realistic? **Sh F**

**How we 'work' and 'think' like an artist.**

Colour - <b>C</b>	Line - <b>L</b>	Texture - <b>T</b>	Shape - <b>Sh</b>	Space - <b>Sp</b>	Pattern - <b>P</b>	Form - <b>F</b>	Artist Study
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