

Bream C of E Primary School

Helping all children to become caring, confident and curious young people

‘Be the best you can be; together we grow from acorns to oaks flourishing in God’s love’

Art & Design Curriculum Skills Progression Document Year 3

Year 3

Year 3	Self-Portrait - John Singer Sargent Impressionist Portraiture 	Local Link The Sculpture Trail, Beechenhurst 	
	Drawing <u>Growing artists</u> Georgia O'Keeffe 	Sculpture and 3D <u>Abstract shape and space</u> Ruth Asawa 	Craft and design <u>Ancient Egyptian scrolls</u> 
	Painting and mixed media <u>Prehistoric painting</u> (Stone Age) 		

Progression of Knowledge						
Colour	Form	Shape	Line	Pattern	Texture	Tone
Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.	Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.	Different drawing tools can create different types of lines.	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	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.	Some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.

Making skills (including formal elements) Methods, Techniques, Media and Materials Year 3	
Drawing Growing artists Pupils know how to:	• Use shapes identified within in objects as a method to draw. • Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing.
Technical Vocabulary	abstract, botanical, composition, geometric, organic, scale, shading, texture, tone
Learning Objectives	1. See like an artist 2. Shading 3. Texture pictures 4. Botanical drawing 5. Abstract flowers

Painting & Mixed Media Prehistoric painting Pupils know how to:	• Use simple shapes to scale up a drawing to make it bigger. • Make a cave wall surface. • Paint on a rough surface. • Make a negative and positive image. • Create a textured background using charcoal and chalk. • Use natural objects to make tools to paint with. • Make natural paints using natural materials. • Create different textures using different parts of a brush. • Use colour mixing to make natural colours.
Technical Vocabulary	charcoal, drawing, medium, negative image, pigment, positive image, prehistoric, proportion, scale up, smudging, stone age.
Learning Objectives	1. Exploring prehistoric art 2. Charcoal animals 3. Prehistoric palette 4. Painting on the cave wall 5. Hands on a cave wall

Sculpture & 3-D Abstract shape and space Pupils know how to:	• Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card e.g. slot, tabs, wrapping. • Add surface detail to a sculpture using colour or texture. • Display sculpture.
Technical Vocabulary	concertina, join, negative space, positive space, sculptor, slot, structure, tabs
Learning Objectives	1. Structural shapes 2. Constructing in 3D 3. Seeing space 4. Abstract sculpture 5. Surface decoration

Craft & Design Ancient Egyptian scrolls Pupils know how to:	• Use a sketchbook to research a subject using different techniques and materials to present ideas. • Construct a new paper material using paper, water and glue • Use symbols to reflect both literal and figurative ideas. • Produce and select an effective final design. • Make a scroll. • Make a zine. • Use a zine to present information. <u>Pupils know:</u> • That layering materials in opposite directions make it stronger.
Technical Vocabulary	ancient, colour, composition, Egyptian, imagery, papyrus, pattern, scroll, technique, zine
Learning Objectives	1. Exploring Ancient Egyptian art 2. Designing scrolls 3. Making paper 4. Scroll making 5. Making xines

Meanings	Interpretations	Materials and processes	Themes
Art from the past can give us clues about what it was like to live at that time. Ancient Egyptian scrolls, Prehistoric painting	The meanings we take from art made in the past are influenced by our own ideas. Ancient Egyptian scrolls, Prehistoric painting	• Artists have different materials available to them depending on when they live in history. Ancient Egyptian scrolls, Prehistoric painting • Artists can make their own tools. Prehistoric painting • Artists experiment with different tools and materials to create texture. Growing artists (Max Ernst) • Artists can work in more than one medium. Abstract shape and space (Anthony Caro) • Artist make decisions about how their work will be displayed. Abstract shape and space (Ruth Asawa, Robert Morris)	Art can help people learn. Growing artists

Evaluating and analysing Year 3	What is art?	Why do people make art?	How do people talk about art?
Pupils know:	- Artists make art in more than one way. - There are no rules about what art must be. Abstract shape and space - Art can be purely decorative or it can have a purpose. Growing artists	- People use art to tell stories and communicate. - People can make art to express their views or beliefs. Ancient Egyptian scrolls, prehistoric painting - People make art for fun, and to make the world a nicer place to be. Abstract shape and space - People use art to help explain or teach things. - People make art to explore big ideas, like death or nature. Growing artists	- People can have their own opinions about art, and sometimes disagree. Abstract shape and space - One artwork can have several meanings. ' Ancient Egyptian scrolls, Prehistoric painting

	Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
Key artists:	John Singer Sargent Georgia O'Keefe Charles Darwin Maud Purdy Max Ernst Carl Linneaus		Anthony Caro Ruth Asawa	

Year 3		National curriculum Pupils should be taught:
Generati ng Ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	To create sketch books to record their observations and use them to review and revisit ideas
Sketch- books	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.	
Making skills (including Formal elements)	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) - To 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.
Know- ledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	About great artists, architects and designers in history.
Evaluat- ing and analys- ing	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	To 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.

Resources and Equipment Year 3			
Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
☐ A selection of sketching pencils to include 2B, 4B, 6B ☐ Still life objects to draw ☐ Black ink or paint (optional) ☐ Real flowers ☐ Wax crayons ☐ A3 paper or larger ☐ Graphite sticks (optional) ☐ Pastels both oil and soft (optional) ☐ Fine liner pens (optional) ☐ Watercolour paints (optional) ☐ Teabags for staining paper (optional) ☐ Cardboard viewfinders	☐ Charcoal ☐ Hairspray or fixative ☐ Coloured spices (such as: turmeric, paprika, cinnamon, nutmeg) ☐ Flour ☐ Couscous, bulgur wheat, lentils, coarse flour, seeds, sand or Modroc ☐ Elastic bands (optional) ☐ Small pieces of sponge (optional) ☐ A3 thick card ☐ Rags and sponges (optional)	☐ Strong card; packaging boxes or similar (the equivalent of a large box per child) ☐ Cereal box cardboard ☐ PVA glue ☐ Art straws (one box, optional) ☐ Junk modelling packaging (optional) ☐ Cardboard tubes e.g. wrapping paper inner tubes ☐ Clean newspaper sheets ☐ Kitchen roll ☐ String or pipe cleaners ☐ Paper for adding texture (such as: tissue, crepe, parcel paper) ☐ Coloured acetate sheets (optional)	☐ A selection of sketching pencils ☐ Oil and soft pastels ☐ Watercolour or standard colouring pencils ☐ Teabags and /or coffee ☐ Mixture of paper (such as: newspapers, tissue paper, wallpaper, sugar paper, metallic) ☐ Brown paper bags or packaging paper ☐ Greaseproof paper ☐ Long Cardboard tubes (one or two per pupil) ☐ Black fine liners ☐ A4 plain paper sheets

Kapow
Primary

Teacher guidance: Working with clay



What type of clay should I use?

Choosing the type of clay to use will have an impact on the cost and the practicalities of this unit of work. There are benefits to both and you will need to choose what works best for your children and school setting. Whichever clay you choose, read and follow the safety instructions and explain to the children how to handle it safely.

Standard clay

Standard clay would traditionally be fired in a kiln to make it durable. In school, standard clay can just be dried at room temperature rather than fired. Although it won't be as strong as fired clay, it will be suitable for most primary school projects if you choose a medium-grogged hand-building clay. 'Grogged' just means a clay mix that contains particles that make it stronger and less prone to cracking. Standard clay can actually be easier for children to manipulate and it can be softened to make it more workable. It can also be re-used many times as long as it is stored in an airtight container. This clay can be painted quite successfully once dry.



Air-drying clay

Air-dry clay is very convenient if you know that each child will be keeping every piece they make during lessons. It typically dries out faster than standard clay, so needs to be stored for less time while it dries. It is easy to paint a finished piece. It can be trickier to work with as the surfaces dry quickly and it can be more expensive.

Equipment for working with clay

Successful clay work with children doesn't require lots of specialist equipment. The tables will need to be protected with a tablecloth of some sort and each child will need a modelling board to work on. You can just work directly on top of wipe-down tablecloths, but using a board makes it easier to move finished work to be dried at the end of a lesson.

A wide variety of plastic and wooden tools are available from educational suppliers. An ideal selection would include rolling pins and modelling tools with different cutting and shaping surfaces. 'Loop tools' are useful for removing smaller areas of clay.

