

| <b>YEAR 3 Art CURRICULUM</b>  |  |  |
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| <u>Half term 1 and 2</u>  | Half term 3 and 4  | <u>Half term 5</u>   |
| <p><b><u>Formal Elements</u></b></p> <p><b>Generating Ideas (Conceptual Knowledge)</b><br/>Develop skill and control when using tone.<br/>Learn and use simple shading rules.</p> <p><b>Progression of Skills – Making Skills (Procedural Knowledge)</b><br/>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing.<br/>Use a range of drawing media.<br/>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.<br/>Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.<br/>Express and describe organic and geometric forms through different types of line.</p> <p><b>Vocabulary</b><br/>3d form, facial features, geometric shapes, guidelines, shading, sketching, template, tone</p> | <p><b><u>Art and Design Skills</u></b></p> <p><b>Generating Ideas (Conceptual Knowledge)</b><br/>To use sketchbooks to ideas and record thoughts and observations.<br/>Make records of visual experiments.</p> <p><b>Progression of Skills – Making Skills (Procedural Knowledge)</b><br/>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing.<br/>Use a range of drawing media.<br/>Increase skill and control when painting.<br/>Apply greater expression and creativity to own paintings.<br/>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.<br/>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.<br/>Further develop their ability to describe 3D form in a range of materials, including drawing.</p> <p><b>Progression of Skills – Knowledge (Factual Knowledge)</b></p> | <p><b><u>Human form Collage, portraits and sculpture.</u></b></p> <p><b>Generating Ideas (Conceptual Knowledge)</b><br/>To use sketchbooks to ideas and record thoughts and observations.<br/>Make records of visual experiments.</p> <p><b>Progression of Skills – Making Skills (Procedural Knowledge)</b><br/>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing.<br/>Use a range of drawing media.<br/>Increase skill and control when painting.<br/>Apply greater expression and creativity to own paintings.<br/>Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.<br/>Analyse and describe texture within artists' work.</p> <p><b>Vocabulary</b><br/>Cave artists, charcoal, geometric shapes, iron age, line drawing, native prehistoric, proportions, stone age, texture, tone</p> |

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|  | <p>Artists, craftspeople, designers – Carl Giles, Diego Velazquez</p> <p><b>Vocabulary</b></p> <p>Cartoonist, character, minimal, opaque, puppet, sketching, style, three-dimensional, tint, tone</p> |  |
| <b><u>Half Term 6</u></b>  |   |  |
| <p style="text-align: center;"><b><u>Craft</u></b></p> <p><b>Generating Ideas (Conceptual Knowledge)</b></p> <p>To use sketchbooks to ideas and record thoughts and observations.</p> <p>Make records of visual experiments.</p> <p><b>Progression of Skills – Making Skills (Procedural Knowledge)</b></p> <p>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</p> <p>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</p> <p>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</p> <p><b>Vocabulary</b></p> <p>Interior designer, intersectional points, loom card frame, mood board, personality, running-stitch, synthetic materials, textile designer, warp, wax resist, weave, weft</p> |   |  |

