

St Anne's C of E Primary School Curriculum Plan

Subject: Art and Design

Year: 3

Term: Autumn



Unit: Growing Artists- drawing



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>geometric-A regular shape with angles and straight lines.</p> <p>abstract-Art where the subject doesn't necessarily look like it does in real life.</p> <p>arrangement, object, form</p> <p>organic- irregular, natural objects.</p> <p>botanical art- to depict whole or part of plants in a visually pleasing, scientifically accurate way.</p> <p>composition- putting different elements together in a pleasing way.</p> <p>expressive, gestural</p>	<p>Form- Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Line- Using different tools or using the same tool in different ways can create different types of lines.</p> <p>Pattern- Surface rubbings can be used to add or make patterns.</p> <p>Texture- Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>Tone- That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic.</p>	<p>How to use simple shapes to draw objects.</p> <p>How to create tone in drawing by shading.</p> <p>How texture can be created and used to make art.</p> <p>Composition and scale can be used to create abstract drawings.</p> <p>How artists use shape in drawings.</p>	<p>Generating ideas Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Sketchbook 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>Making skills Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p>

<p>frottage-creating a rubbing of a textured surface using a pencil or other drawing material</p> <p>blend, grip, light,dark, line, pressure, rubbing, scale, shading, shape, smooth, surface, tear, texture, tone, tool, even</p> <p>viewfinder-A frame that helps to focus on a specific part of an artwork or scene for drawing.</p> <p>magnified, frame</p>	<p>Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>		<p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Knowledge of the artist Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence</p> <p>Evaluating and analysing Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Art and design

Year: 3

Term: Spring



Unit: Fabric of nature- Craft and design



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>rainforest</p> <p>inspiration</p> <p>imagery</p> <p>colour palette</p> <p>mood board- is used by designers to give an overview or feel for the theme of a design, whether this is for something like an interior, a fashion collection or fabric design. It will often contain collected images, patterns and colours that the designer will use to inspire their new designs. Sometimes they can include words and examples of finished products depending on what the design is for.</p>	<p>Shape- How to use basic shapes to form more complex shapes and patterns.</p> <p>Pattern- Patterns can be irregular and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p>Texture- How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>Tone- Using lighter and darker tints and shades of a colour can create a 3D effect.</p>	<p>What a mood board is, why it is used and how to make one</p> <p>How to recognise a theme and develop colour palettes using selected imagery and drawings.</p> <p>The technique of batik.</p> <p>How to select imagery and use it as inspiration for a design project.</p> <p>How to draw small sections of one image to focus on colours and texture.</p> <p>How to develop observational drawings into shapes and patterns for design.</p>	<p>Generating ideas Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Sketchbook Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p>Making skills Select imagery and use it as inspiration for a design project.</p> <p>To know how to make and produce a mood board.</p>

<p>theme, design, designer, texture, develop,</p> <p>batik- is a method of dyeing cloth and making it resistant using wax. Such fabrics originally come from Indonesia.</p> <p>pattern, repeat, repeating, organic, symmetrical,</p> <p>craft, craftsman, industry</p>	<p>That a mood board is a visual collection which aims to convey a general feeling or idea.</p> <p>Artists can be inspired by what they see and hear.</p> <p>That control is needed when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>That batik is a traditional fabric decoration technique that uses hot wax.</p> <p>Batik is a textile technique to develop a pattern.</p> <p>Drawing can develop ideas for pattern design,</p> <p>Different materials can be combined to create an effect.</p> <p>Artists and designers sometimes choose techniques based on the time and money available to them.</p> <p>Artists use drawing to plan ideas for work in different media.</p> <p>Study some works by the artist and craftsman William Morris</p>	<p>How to transfer a design using a tracing method.</p> <p>How to make a repeating pattern tile.</p> <p>How to create a finished piece of batik using taught techniques</p> <p>Designers can make beautiful things to try and improve people's everyday lives.</p> <p>How pattern designers work in the creative industries and learning how to create a repeating pattern.</p> <p>Fabric is printed by craftspeople, and on an industrial scale.</p>	<p>Recognise a theme and develop colour palettes using selected imagery and drawings.</p> <p>Draw small sections of one image to show colours and texture.</p> <p>Develop observational drawings into shapes and pattern for design.</p> <p>Transfer a design using a tracing method.</p> <p>Make a repeating pattern tile using cut and torn paper shapes.</p> <p>Use glue as an alternative batik technique to create patterns on fabric.</p> <p>Use materials, like glue, in different ways depending on the desired effect.</p> <p>Knowledge of the artist Use subject vocabulary confidently to describe and compare creative works.</p> <p>Work as a professional designer does by collating ideas to generate a theme.</p> <p>Evaluating and analysing Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Art and design



Year: 3

Term: Summer

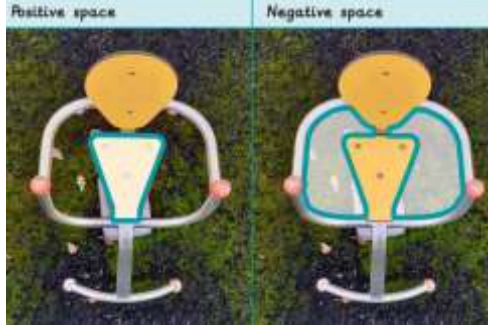


Unit: Abstract shape- Sculpture and 3D



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Abstract</p>  <p>Figurative</p>  <p>found objects-ordinary objects that are found then created into art, such as household appliances, industrial equipment, or even seemingly random junk.</p> <p>sculptor, sculpture</p>	<p>Colour- Using light and dark colours next to each other creates contrast.</p> <p>Form- Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Form- Organic forms can be abstract.</p> <p>Shape- Negative shapes show the space around and between objects.</p> <p>The definition of 'sculpture' and learn simple techniques for turning 2D card shapes into 3D structures.</p>	<p>How to join 2D shapes to make a 3D form.</p> <p>How to join larger pieces of materials, exploring what gives 3D shapes stability.</p> <p>How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</p> <p>How to identify and draw negative spaces.</p> <p>How to plan a sculpture by drawing.</p> <p>How to choose materials to scale up an idea.</p>	<p>Generating ideas Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Making skills Join 2D shapes to make a 3D form. Join larger pieces of materials, exploring what gives 3D shapes stability. Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. Identify and draw negative spaces. Plan a sculpture by drawing.</p>

structure- parts arranged in a particular way, like a cardboard model



structure

three-dimensional

About the works of sculptor Sir Anthony Caro and Ruth Aswa and creating abstract sculpture on a larger scale.

Manipulating shape can create abstract forms and developing drawings as part of the sculpture planning process.

Develop their comparison of sculptures by different artists.

Develop their evaluation of their own and others' work and add detail to their art forms.

Artists can focus on shapes when making abstract art.

Art can be purely decorative, or it can have a purpose. People use art to tell stories and communicate.

People make art for fun and to make the world a nicer place to be.

How to create different joins in card eg. slot, tabs, wrapping.

How to add surface detail to a sculpture using colour or texture.

How to apply what they have learned about abstract sculpture and constructing their own artwork inspired by playground equipment.

How to compare sculptures by different artists, and evaluating and adding detail to their own finished artworks.

Artists make art in more than one way.

There are no rules about what art must be.

Choose materials to scale up an idea.

Create different joins in card eg. slot, tabs, wrapping.

Add surface detail to a sculpture using colour or texture.

Display sculpture.

Knowledge of the artist

Consider how to display artwork, understanding how artists consider their viewers and the impact on them.

Evaluating and analysing

Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.

Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.

