

Subject: Art and Design Year 3

What are the aims and intentions:

That all the children:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- draw for a sustained periods of time.
- use a sketchbook to collect and develop ideas from a range of sources
- experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc
- experiment with different grades of pencil to achieve varied tone
- create texture and pattern in drawing with a range of implements.

Term:	Topic:	Knowledge	Skills:	Key Questions
Autumn	Where shall we go? Drawing	<ul style="list-style-type: none"> • Draw for a sustained periods of time. • Use a sketchbook to collect and develop ideas from a range of sources • Experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc • Experiment with different grades of pencil to achieve varied tone • Create texture and pattern in drawing with a range of implements. • Identify what successful tonal shading looks like. • Understand techniques that can be applied to make an object appear 3D. • Understand where to place the correct level of tone within a drawing of a natural form. • Develop an understanding of isometric projection. 	<ul style="list-style-type: none"> • Create tone using a pencil • Use shading to create light, medium and dark tones. • Use cross hatching to achieve tone. • Use blending and stippling to achieve tone. • Blend light, medium and dark tones smoothly. • Handle materials and techniques with skill. • Create realistic 3D effects • Use correct measurements to ensure accuracy when drawing • Plan an observational drawing • Use highlights and shadows when drawing an object 	<ul style="list-style-type: none"> • What is tone? • How can an object be made to appear 3D? • What is isometric projection? • Why is measuring important when drawing isometric shapes and letters?
	Key Vocabulary	tone, shape, shade, colour, isometric, 3D, observational, accuracy, blend, cross-hatching, stippling, texture, pattern,		
		Cultural Capital: Bowes Museum; Environmental observations		
Summer 1	Walk like an Egyptian Digital Media	<ul style="list-style-type: none"> • Explore ideas using digital sources • Record, collect and store visual information digitally • Present recorded visual images using software • Use a graphics package to create images and effects with lines, shapes, colours and textures • Recognise and name some of Hockney's iPad artwork • Recognise and name some of Man Ray's work. 	<ul style="list-style-type: none"> • Describe elements in artwork. • Describe the story behind the artwork • Produce an observational drawing • Draw details carefully • Select and use software on a tablet to design and create artistic content. 	<ul style="list-style-type: none"> • Can you recognise how colours can be mixed to create other colours and colour tints using digital tools? • How do artists use colour, expression and position in their work to convey different emotions? • How did you use photo filters in your artwork?

	Artist(s) David Hockey Man Ray Andy Warhol			<ul style="list-style-type: none"> • How did you use frame and focus when using a camera?
	Key Vocabulary	portrait, self-portrait, close-up, pop art, focus, focal point, photo filter,		
		Cultural Capital: Visit to Durham Oriental Museum		
Summer 2	<p>How does your garden grow?</p> <p>Painting</p> <p>Artists Henri Rousseau Van Gogh</p>	<ul style="list-style-type: none"> • Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. • Create different effects and textures with paint • Use language of and mix primary and secondary colours and use tints and shades. • Recognise and name some of Rousseau's artwork. • Recognise and name some of Van Gogh's artwork. 	<ul style="list-style-type: none"> • Draw and paint details carefully • Use lines to create depth and texture. • Use colours and lines to create shade and tint • Use lines to create movement • Use varied pressure to create different marks with a pencil. • Create observational drawings 	<ul style="list-style-type: none"> • Who is Van Gogh and what did he do? • Can you identify techniques that Van Gogh used in his paintings? • How have you used line and colour in your painting to create depth? • Can you mix paints to create shades and tints? • How did you use different length lines in your picture? • How did this affect the illusion of movement? • What happened when you drew your lines closer together or further apart? • Were straight lines or curved lines more effective in your sketch at giving the illusion of movement?
	Key Vocabulary	drawing, painting, line, colour, shade, tint, texture, pattern, form, structure,		
		Cultural Capital: Observational visit to Botanic Gardens, Explore plants in local environment		