

## Cumwhinton School Curriculum - Art Y3 AUT

Year 3	National Curriculum	<p>Key stage 2</p> <p>Pupils should be taught 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• about great artists, architects and designers in history.</li> </ul>
Year 3	NC Content Breakdown	<p><u>Drawing</u> Identify and draw the 2D &amp; 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks &amp; lines to describe a wide range of surfaces, textures &amp; forms.</p> <p><u>Painting</u> Pupils are developing their painting skills increasing control, &amp; precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work.</p> <p><u>Sculpture</u> Pupils should design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. Study significant works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements). Sketchbooks are used to practice and try out ideas &amp; techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know. Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others.</p>

## Art and Design

**Technical Proficiency** - **Understanding and Applying knowledge** - **Creativity** - **Personal Development**

### Art and Design across Year 3

	AUTUMN	SPRING	SUMMMER
<b>Technical Proficiency</b>	<p><b>Drawing</b> Identify and draw the 2D &amp; 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks &amp; lines to describe a wide range of surfaces, textures &amp; forms.</p>	<p><b>Painting</b> Pupils are developing their painting skills increasing control, &amp; precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work.</p>	<p><b>Sculpture</b> Pupils should design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p>
<b>Understanding and Applying knowledge</b>	<p>Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements). Study significant works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p>	<p>Study significant works of art. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p>	<p>Study significant works of art, craft, design or architecture and give personal oral opinions about it. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p>
<b>Creativity</b>	<p>Sketchbooks are used to practice and try out ideas &amp; techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.</p>	<p>Sketchbooks are used to practice and try out ideas &amp; techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.</p>	<p>Sketchbooks are used to practice and try out ideas &amp; techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know.</p>
<b>Personal Development</b>	<p>Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions. Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others.</p>	<p>Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions. Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others.</p>	<p>. Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions. Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others.</p>

## CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

### Art and Design- AUTUMN YEAR 3

#### HUMANITY - FAIRNESS

**Technical Proficiency** - **Understanding and Applying knowledge** - **Creativity** - **Personal Development**

	NC	CUMWHINTON CURRICULUM
Finding out (Facts & knowledge)	<p>Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p> <p>Study significant works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p>	<p>Morag Myerscough  <a href="https://www.moragmyerscough.com/">https://www.moragmyerscough.com/</a>  <a href="#">Morag Myerscough Hadrian's Wall - YouTube</a>  <a href="#">Morag Myerscough (creativereview.co.uk)</a>  <a href="https://youtu.be/-tkQ1luZiDU">https://youtu.be/-tkQ1luZiDU</a>  <a href="#">Beginner Stage: Ex 3 Shading a sphere - YouTube</a>  <a href="#">Foundation Stage Ex 2. Simple Geometric Shapes - YouTube</a></p> <p>Who is she, what inspired her?                      Why does she think her art is powerful, why does she choose geometric shape?                      What do you think of her art?</p> <p><b>Vocab – 2d 3d geometric shapes, perspective</b>  <b>Skills – dark and light tones, further practise shading tones with fewer gaps to edges, blend, shade and eliminate and refine rough edges.</b></p> <p>These skill to be identified in Finding out and used in applying and analysing</p>

<p><b>Using</b> (Applying &amp; analysing)</p>	<p>Identify and draw the 2D &amp; 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks &amp; lines to describe a wide range of surfaces, textures &amp; forms.</p> <p>Sketchbooks are used to practice and try out ideas &amp; techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.</p> <p>They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.</p>	<p>Practise the skill of making 2d shapes into 3d shapes, creating perspective, vanishing points and depth using shading. Create their names in 3d by drawing the lines to the vanishing point.</p> <p>Use Myerscough ideas to look at 2d and 3d shapes in our school environment, indoors and outdoors. Use the skills learnt to produce their own work</p>
<p><b>Concluding</b> (Evaluating &amp; summarising)</p>	<p>Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others.</p>	<p>Use formal elements to review and evaluate theirs and other's work. Eg. Colour, line, shape, textures and patterns.</p> <p>Improve their work and suggest ideas for others in their sketch books.</p> <p>Recognise their favourite piece from their sketchbooks and others and use formal elements to explain why</p>