

## Art & Design Scheme Curriculum Coverage: Year 3

### Expected Vocabulary. NC Objectives.

The curriculum is designed to build up on the Key Stage One objectives and further develop their techniques. The following National Curriculum Objectives have been broken down into smaller objectives to develop knowledge and skills.

#### **National Curriculum**

*To create sketch books to record their observations and use them to review and revisit ideas*

*To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil charcoal paint clay)*

*Develop an awareness about great artists, architects and designers in history.*

Topic Art themes/activities are linked to topic where possible	Curriculum Objective	Knowledge / activity	Vocab
Autumn 1  When was the Stone Age?	<ul style="list-style-type: none"> <li>To see how artists use charcoal in their work, talk about the marks produced, and feelings about their work.</li> <li>To experiment with the types of marks that can be made with charcoal, using hands and charcoal.</li> <li>To work on larger sheets of paper, making loose, gestural sketches.</li> <li>To understand what Chiaroscuro is and how it can be used.</li> <li>To use light and dark tonal values in work, to create a sense of drama.</li> <li>To take photographs of my work, thinking about focus, lighting, and composition.</li> <li>To share work and discuss successes and improvements, and feelings inspired by the work</li> </ul>	Gestural Drawing with Charcoal 1. Introduction to Charcoal Artist: Laura McKendry / Edgar Degas 2.Exploring Charcoal / Drawing Large 3: Drawing Like a Cave Person. 4. <u>"Charcoal Cave"</u> 5. Share, Reflect & Celebrate	Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body.  Mark Making, Sweeping,  Chiaroscuro, Tone, Tonal Values, Midtone, Squint.  Positive & Negative Shapes, Silhouette,  Atmosphere, Narrative  Echo

Fallow	See DT for sewing skills		
Where in the World is the UK?	<ul style="list-style-type: none"> <li>To talk about the work of other animators who make animations from their drawings</li> <li>To use sketchbooks to gather ideas from other artists, and start to think about a simple moving drawing</li> <li>To use observational skills to look at source material to inspire a character and make drawings.</li> <li>To use imagination to think about how characters might move.</li> <li>To create a background for a character.</li> <li>To use digital media to film an animation.</li> <li>To share a moving drawing through an animation</li> <li>To reflect and articulate thoughts own and peer's artwork</li> </ul>	<p>Making Animated Drawings</p> <p>1: What is Animation? Also practise line drawings based on Mayan creation story</p> <p>2: Explore Paper Cut Puppets</p> <p>Week 3 Make Your Moveable Drawings</p> <p>4: Invigorate! Explore the Work of Lauren Child</p> <p>5: Creating a Background</p> <p>6: Animating the Drawings with ipads and present / evaluate</p> <ul style="list-style-type: none"> <li>Publish online</li> </ul>	<p>Animate, Animation, Animator,</p> <p>Character, Movement, Pose, Action, Gesture, Intention</p> <p>Background, Foreground,</p>
Spring  Where in the World is the UK?	<ul style="list-style-type: none"> <li>To explore how artists make art from natural materials around them, such as pigments from plants, the ground, and sunlight.</li> <li>To understand how materials can be transformed</li> <li>To reflect upon artists work, share and listen to responses</li> <li>To use a sketchbook to collect and try out ideas.</li> <li>To make visual notes about how artists have made images.</li> <li>To make a finished piece, which might be part of a larger class artwork.</li> <li>To share experience and artworks</li> </ul>	<p>Using Natural Materials to Make Images</p> <p>1: introducing artist Frances Hatch / Anna Atkins</p> <p>2: Choose one or more of the projects below to enable a practical exploration.</p> <p>3: Making Cyanotypes</p> <p>4 / 5: Primal Painting (Francis Hatch)</p> <p>6: Share, reflect, discuss</p>	<p>Natural Pigments, Dye, Background, Fabric, Negative, Positive, Light, Dark, Elements, Pattern, Form</p> <p>Transformation, Time,</p> <p>Cyanotype, Anthotype,</p>

	<ul style="list-style-type: none"> <li>To use a camera or device to take photographs of my work.</li> </ul>		
Why did the Ancient Egyptians build the pyramids?	<ul style="list-style-type: none"> <li>I can explore an artwork through looking, talking and drawing.</li> <li>I can use the “Show Me What You See” technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens.</li> <li>I can cut shapes directly into paper, using scissors, inspired by the artwork.</li> <li>I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork.</li> <li>I can add to my collage, using line, colour and shape made by stencils.</li> <li>I can explore negative and positive shapes.</li> <li>I can take photographs of my work.</li> <li>I can share my work with my class. I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.</li> </ul>	<p>Working with Shape &amp; Colour Artist focus: collections of Rijksmuseum van Oudheden (Egyptian art)</p> <p>1: Show Me What You See</p> <p>2: Painting With Scissors (Matisse / Bearden)</p> <p>3: Begin to Cut Shapes</p> <p>3: Collaging with Cut Elements</p> <p>4: Finalise Collages</p> <p>.</p> <p>5: Stencils and pastels</p> <p>6: Share, Reflect, Discuss</p>	<p>Line</p> <p>Shape</p> <p>Capture</p> <p>Colour</p> <p>Elements</p> <p>Composition</p> <p>Negative</p> <p>Positive</p>
<p>Summer</p> <p>Why did the Ancient Egyptians build the pyramids?</p>	<ul style="list-style-type: none"> <li>To explore how artists combine media and use them in unusual ways to make art.</li> <li>To share response to artist’s work.</li> <li>To use sketchbooks to make visual notes capturing ideas</li> <li>To use sketchbooks to test ideas and explore colour and mark making.</li> </ul>	<p>Cloth, Thread, Paint</p> <p>1: artists Hannah Rae &amp; Alice Kettle Odyssey by Alice Kettle, Odyssey, thread on canvas (2003)</p> <p>2: Develop Mark Making - Finding Marks Made by Artists</p>	<p>Mixed Media</p> <p>Cloth</p> <p>Fabric</p> <p>Calico</p> <p>Acrylic Paint,</p> <p>Thread</p> <p>Stitches</p> <p>Needle,</p> <p>Background</p>

	<ul style="list-style-type: none"> <li>• To use use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</li> <li>• To use thread and stitching to create textural marks over the top of painted canvas, creating interesting marks which reflect response to the landscape.</li> <li>• To share work with others and share thoughts about the process and outcome, listen to their feedback and take it onboard.</li> <li>• To appreciate the work of classmates enjoying the similarities and differences between processes and outcomes, sharing feedback.</li> <li>• I can take photographs of my work, thinking about lighting and focus.</li> </ul>	<p>3: pupils explore their own environment and make work in response to the habitat/environment local to them</p> <p>4: painting the cloth / sketchbook stitch exploration –</p> <p>5: use stitch to create texture, marks and energy on the painted canvas.</p> <p>6: share &amp; Celebrate</p>	<p>Foreground Gesture Impasto Dilute Tension</p>
--	--	--	--