

Brookside Academy Skills, Knowledge and Vocabulary document

Art and Design Year 3

Aims

The national curriculum for art and design aims to ensure that all pupils:

- 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.

KS1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KS2

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. Pupils should be taught:

- 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Art and Design Intention Statement

At Brookside we aspire for Art and Design to support the development of our children's creativity and individuality whilst challenging and inspiring them further. We believe that the teaching of Art and Design provides a key role in creating a balanced and purposeful curriculum at Brookside that is inclusive for every child. We embrace the opportunity to teach Art in a cross-curricular way that enables pupils to gain a deeper level of understanding and knowledge within their class topics, creating a rich learning environment for all. Art provides every pupil with the opportunity to create work that is different to that of others whilst still learning the same skills, allowing us to share and celebrate as a community the development of independence and originality.

At the core of our Art provision is the statutory guidance that we use to create a curriculum that children can enjoy from an early age, developing their creativity and inspiring their futures in a way that can enrich their lives. We aim for pupils to become proficient in their use of key skills, such as drawing and painting, starting from being able to explore tools and materials in their Early Years and then building on this in a progressive meaningful way. Pupils will develop the ability to evaluate and analyse the work of others using the language of Art, offering them opportunities to see how all Artistic work has a voice and is individual to that of others. As pupils progress through school they will explore a range of great artists, craft makers and designers looking at the historical and cultural contexts of their art forms, this will cover work from the past and present as well as looking at Art on a local, national and global scale. We also value the impact that our Art provision has on the development of those key life skills that are at the heart of our community that we believe will make life-long learners. Art and Design will support creative thinking within our pupils helping them to take their ideas further by turning them into something that offers more personal forms of communication. As pupils practise, build on and refine key skills when producing creative work, this will support their ability to persevere and gain confidence in expressing their feelings, imagination and thoughts in meaningful forms. Picasso once said 'Every child is an artist' and we want our Pupils to recognise themselves as artists who create their own unique creations.

Year 3

Skills & Knowledge

Vocabulary

Drawing

Develop intricate patterns and marks with a variety of media

- *To study and replicate **Kandinsky's style of art** (lines and colour / dots and circles).*

Build on tonal shading by sketching lightly. Use hatching and cross hatching to add tone and texture to work. Use sketches to help produce a final piece of art. Begin to build awareness of a third dimension and perspective when drawing objects.

- *Create a fossil line drawing (Down to Earth Topic)*
- *Shading – still life (Light)*
- *Sketch local landscapes*

Collect source material to support future work.

Annotate sketches with explanations and elaborations. - Such as designing and planning of work.

- *Shading – still life (Light)*
- *Feedback on first attempt*

- **Kandinsky**
- Sketch
- Line
- Colour
- Shade
- Pressure
- Medium
- Annotate

Painting

Demonstrate increasing control over the marks being made.

- *Painting of Roman landscape / aqueduct (Romans)*
- *Cave paintings (Down to Earth)*
- *Paint Greek Pots that we have made (Ancient Greece)*

Use a range of brushes to create different shapes, textures, patterns and lines. Experiment with different effects and textures, for instance; blocking in colour, washes, thickened paint to create textural effects.

- *Mandalas – Buddhism (Down to Earth)*

Use light and dark within painting and mix colour, shades and tones with increasing confidence.

- **Mark Rothko – American painter 1949 – 1970**
- *Layers – horizons (Light)*

Create work recording explorations and experimentations of ideas for future works.

- Paint
- Colour
- **Mark Rothko**
- Pattern
- Design
- Horizon
- Shade
- Tones
- Light
- Dark

<p>3D Sculpture</p>	<p>Use equipment and media with increased confidence.</p> <p>When using clay look at how to join two parts successfully and add further materials for more detail.</p> <p>Produce more intricate surface patterns/textures and use them as appropriate.</p> <p>Use language appropriate to skills and techniques.</p> <ul style="list-style-type: none"> • <i>To design and make a Greek pot (Ancient Greece)</i> • <i>Create a fossil model (Down to Earth)</i> <p>Record media exploration and experimentations of trying out ideas.</p>	<ul style="list-style-type: none"> • Ancient Greece Pottery • Clay • Pattern • Fossil • Texture • Media
<p>Printing</p>	<p>Print a simple picture using a range of different printing techniques.</p> <ul style="list-style-type: none"> • Print press a fossil design (Down to Earth) • Pop art – body parts / fruit - Andy Warhol (Ourselves) <p>Continue exploring and comparing the effects of mono-printing and relief printing.</p> <p>Look at the work of different artists, craft makers and designers and look at the differences and similarities in their practices.</p> <p>Combine prints taken from different objects to produce an end piece of work.</p>	<ul style="list-style-type: none"> • Print • Press-print • Design • Develop • Andy Warhol • Pop Art
<p>Textiles</p>	<p>Be able to name and recognize a range of different fabrics.</p> <p>Use a variety of techniques to create textural effects, e.g. printing, dyeing, weaving and stitching.</p> <ul style="list-style-type: none"> • <i>To design and create a Roman mosaic (Romans)</i> • <i>Notan (Light)</i> • <i>Nature art and Cotton bud skeletons (Ourselves)</i> <p>Begin to apply decoration to materials by using; buttons, feathers, other materials.</p> <p>Continue developing ideas of how we can change and modify threads and fabrics through knotting, fraying, fringing, pulling threads and plaiting.</p> <p>Look at fabrics and where they come from, which countries.</p>	<ul style="list-style-type: none"> • Fabric • Tile • Textile • Mosaic • Notan • Arthur Wesley Dow • Nature • Skelton • Materials