

# Year 3

Statutory requirements (National Curriculum)	Leighton Essentials (skills)	Suggested activities Autumn Spring Summer
<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</li> </ul>	<p><b><u>Drawing</u></b></p> <p>To look closely during observational drawing.</p> <p>To appreciate that 'tones' can provide depth in drawings.</p> <p>To draw using a range of media. To look closely during observational drawing.</p> <p>Use viewing frames to focus on detail. Know that things further away in a composition are smaller.</p> <p><b><u>Painting</u></b></p> <p>Learn about the simple colour wheel and be able to mix simple colours (pink, orange, purple, green, brown).</p> <p>Learn to apply paints with control and using correct equipment . Think about the composition of their work.</p> <p><b><u>Sculpture</u></b></p> <p>To produce recognisable 3D</p>	<p><b>Autumn - Ted Harrison</b></p> <p>Look at a simple colour wheel with the chn, explain to the chn what primary and secondary colours are and allow chn to experiment by mixing the colours in the colour wheel. Explore hot and cold colours. Explore the 7 elements of art line, colour, shape, form, space, texture, tone</p> <p><b>Spring</b></p> <p>Chn are to explore and experiment tones that can be created through using sketch pencils. They are then to apply their knowledge to an observational drawing of Stonehenge.</p> <p><b>Summer:</b></p>

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	<p>Representations, understanding that sculpture can be viewed from all angles, using a range of resources.</p> <p>To understand that a sculpture can be created by the removal of material as well as adding material.</p> <p>To use gouging and scraping techniques on a flat clay tile.</p>	
<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b><u>Colour</u></b></p> <p>To identify the primary colours and add colours to make secondary colours.</p> <p>To be able to make various tints of a primary colour.</p> <p>To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary ( dark, light, pale).</p> <p><b><u>Pattern</u></b></p> <p>To be able to use simple cross stitch to create a pattern.</p> <p>To weave a simple loom with wool .</p> <p>To produce a simple print block using card, string and other materials.</p>	<p>Autumn:</p> <p>Look at a simple colour wheel with the chn, explain to the chn what primary and secondary colours are and allow chn to experiment by mixing the colours in the colour wheel. Explore hot and cold colours</p> <p>Spring:</p> <p>Summer:</p>

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	<p><b><u>Texture</u></b>          Revise previous experiences of textiles.          Revise and develop vocabulary associated with textiles.          Recognise the different way various fabrics are constructed.</p> <p><b><u>Line, Shape and Form</u></b></p> <p>Develop layering techniques, and develop awareness of how this can give different effects to the final composition in terms of colour, shape</p> <p>To be able to curl, scrunch, shape, tear and cut into a variety of material such as carving into soap, plaster of paris, lump of plasticene to produce abstract shapes.</p> <p>To understand that a sculpture can be created by the removal of material as well as adding material.</p> <p>To use gouging and scraping techniques on a flat clay tile.</p>	
<p>To look at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and</p>		<p>Autumn:</p> <p>Spring:</p> <p>Summer:</p>

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disciplines, and making

□ about great artists, architects and designers in history.

## **Throughout the Year**

To positively evaluate their own work and others whilst identifying areas for improvement using correct artistic terms.

Provide opportunities to discuss art works brought into the classroom.

Express likes and dislikes and give reasons why.

Provide opportunities for children to comment on their own work and that of others.

Encourage positive comments and also suggestions for further improvements.

Encourage correct use of vocabulary