**Art and Design Curriculum**

**Year 3**

**KS2**

* 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.

**Key stage**

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| **Autumn** | **Spring** | **Summer** |
| **Unit Title:**  Expressive Drawing to Music | **Unit Title:**  Colour – Expressing movement in water | **Unit Title:**  Printing – Roman pattern and design. |
| **Artist:**  Wassily Kandinsky | **Artist:**  Samantha French    [**https://www.samanthafrench.com/paintings**](https://www.samanthafrench.com/paintings) | **Artist:**  Roman pattern |
| **Prior Knowledge:**   * To know how to hold a pencil. * To know how to draw an enclosed shape with a pencil. * To know how to make a representation of a subject using a pencil. * To know a variety of marks that can be made with a pencil. * T be able to select appropriate techniques for different parts of a drawing.   **Prior Vocabulary:**  Draw, line, shape, mark, pencil, hold, size, round, straight, curved, soft, hard, light, dark, group, fluid, continuous line, angle, drawn, accurate, combine, inspire, research, abstract, features, characteristics. | **Prior Knowledge:**   * To know the difference between primary and secondary colours. * To know how to mix secondary colours. * To know which colours complement each other.   **Prior Vocabulary:**  Colour, primary, secondary, paint, mix, complementary, design, mark-making, mixing, experiment. | **Prior Knowledge:**   * To know how to create a relief print by drawing in foam. * To understand that the print will be a mirror image of the design. * To understand that printing is a great way to create multiples of the same image.   **Prior Vocabulary:**  Print, printing, mirror-image, colour, primary, secondary, paint, mix, complementary, design, multiple, relief print, mark-making, mixing, experiment. |
| **Skills:**   * How to make marks on paper in response to music. * How to use the whole of the paper to create an expressive drawing. * How to combine pencil, coloured pencil and ink in a drawing. | **Skills:**   * How to mix tertiary colours. * How to create multiple shades of a colour. * How to lighten a colour using white. * How to darken a colour without using black. * How to recreate a painting effect from a visual stimulus. * How to express movement in water using paint. | **Skills:**   * How to recreate a Roman pattern in a piece of artwork. * How to create a relief printing block by sticking objects and materials to a board. * How to print a relief block multiple times to create a pattern. |
| **Knowledge:**   * To know how to interpret music into visual imagery. * To know the name of the artist Wassily Kandinsky. * To know that Kandinsky was a Russian painter born in 1866 and died in 1944. * To know that Kandinsky was an abstract artist. * To know how to combine materials effectively in one drawing. | **Knowledge:**   * To know how to create different tones of a colour, from the darkest to the lightest. * To know that Samantha French is an artist who paints water. * To know that French is an American artist who currently lives in New York. * To know how to express movement in water using coloured pencils and paint. | **Knowledge:**   * **To know a variety of patterns used in Roman artwork and architecture.** * **To know how to create a relief block using a variety of materials.** * **To know how to create a pattern by printing a design multiple times.** |
| **Key moments in sketchbook:**   * Artist research pages. * Exploring mark-making with pencils, coloured pencils and fine liners. * Drawings to different types of music. * Exploring expressive mark-making. * Photos of collaborative drawings with objects on the floor in response to music. * Exploring different combinations of materials in one artwork.   NB – Annotation should feature throughout the sketchbooks to show the pupils’ reflections on their work and that of others. | **Key moments in sketchbook:**   * Artist pages – exploring the work of Samantha French * Exploring the different tones used to create movement in the water. * Recreating a small section of one of Samantha French’s artworks. * Recreating small sections of photographs of water using coloured pencils and/or paint. | **Key moments in sketchbook:**   * Research pages exploring Roman patterns. * Exploring different materials to create a relief printing block. * Drawings of different designs. * Exploring different compositions and combinations. * Experimenting with printing.   NB – Annotation should feature throughout the sketchbooks to show the pupils’ reflections on their work and that of others. |
| **Final artwork:**  A3 size drawing in response to music and using a combination of pencil, ink and coloured pencil. | **Final artwork:**  Each to do small section of a real image of water or a Samantha French painting. All brought together to create the whole image | **Final artwork:**  A decorative border. |
| **Key Vocabulary:**  Response, interpret, tempo, pace, rhythm, quick, feelings, emotion. | **Key Vocabulary:**  Water, movement, reflection, tone, shade, variety. | **Key Vocabulary:**  Decorative, pattern, Roman, border. |
| **Curriculum links:**  Music – Key words | **Curriculum links:**  Science – characteristics of water. | **Curriculum links:**  History - Romans |