**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.
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| **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.**
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| **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 |