

Excalibur Art Curriculum

Year 3

Art Intent

Our Art curriculum at Excalibur has been designed, in line with 'Development Matters in the EYFS' guidance and the national curriculum to bring engagement, fun and enthusiasm to learning so that our children develop independent curiosity, acquire a lifelong appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically. It will stimulate creativity, imagination and individuality. We allow our children in KS1 and 2 to study areas of art in extensive detail so they can develop knowledge, understanding and skills to confidently investigate, create and evaluate their own works of art.

| Art Implementation Year 3 | | |
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| Skills | Key learning | Composite tasks |
| <u>Generating Ideas</u> <ul style="list-style-type: none">• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <u>Sketch Books</u> <ul style="list-style-type: none">• Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. <u>Making Skills</u> <ul style="list-style-type: none">• Confidently use a range of materials, selecting and | <u>Drawing – Growing Artists</u> <ul style="list-style-type: none">• Recognise how artists use shape in drawing• Understand how to create tone in drawing by shading.• Understand how texture can be created and used to make art• Explore composition and scale to create abstract drawings Focus artist –Georgia O'Keefe | <u>Drawing – Growing Artists</u> <ul style="list-style-type: none">• Apply observational drawing skills to create a detailed study – a botanical drawing |

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| <p>using these appropriately with more independence.</p> <ul style="list-style-type: none"> • Draw with expression and begin to experiment with gestural and quick sketching. • Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g. choosing a fine paintbrush for making detailed marks. • Mix colours with greater accuracy and begin to consider how colours can be use expressively. • Explore contrasting and complimentary colours. • Modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. • Be able to plan and think through the making process to create 3D forms using a range of materials. • Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick and fold). • Experiment with combining found objects and recyclable material to create a sculpture. • Learn a new making technique (paper making) and apply it as part of their own project. • Investigate the history of a craft techniques and share that knowledge in a personal way. • Design and make creative work for different purposes, evaluating the success of the techniques used. • | <p><u>Painting and mixed media – Prehistoric Paintings</u></p> <ul style="list-style-type: none"> • Apply understanding of prehistoric man-made art • Understand scale to enlarge drawings in a different medium • Explore how natural products produce pigments to make different colours • Apply painting skills when creating a collaborative artwork <p>Focus artist – The Drawings of the Chauvet Cave</p> <p><u>Sculpture and 3D – Abstract Shape and Space</u></p> <ul style="list-style-type: none"> • Join 2D shapes to make 3D structures • Join materials in different ways when working in 3D • Develop ideas for 3D artwork • Evaluate and improve an artwork <p>Focus artist – Anthony Caro</p> <p><u>Craft and Design – Ancient Egyptian Scrolls</u></p> <ul style="list-style-type: none"> • Investigate the style, pattern and characteristics of Ancient Egyptian art • Apply design skills inspired by the style of an ancient civilisation • Apply understanding of ancient techniques to construct a new material • Apply an understanding of Egyptian art to develop a contemporary response. <p>Focus artist – Shenouda Esmat</p> | <p><u>Painting and mixed media – Prehistoric Paintings</u></p> <p>Select and apply a range of painting techniques to create a cave art inspired painting</p> <p><u>Sculpture and 3D – Abstract Shape and Space</u></p> <p>Apply knowledge of sculpture when working in 3D to create a 3D physical sculpture</p> <p><u>Craft and Design – Ancient Egyptian Scrolls</u></p> <p>Apply drawing and painting skills in the style of an ancient civilisation on papyrus</p> |
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| <p><u>Knowledge of Artists</u></p> <ul style="list-style-type: none"> • Use subject vocabulary to describe and compare creative works. • Use their own experiences to explain how art works may have been made. <p><u>Evaluate and Analyse</u></p> <ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own work and other's art work, giving reasons. • Use sketchbooks as part of the problem-solving process and make changes to improve their work. | | |
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Art Vocabulary Year 3

| Drawing | Painting and Mixed Media | Sculpture and 3D | Craft and Design |
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| arrangement blend botanical/botanist composition cut dark even expressive form frame frottage geometric grip light line magnified | charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture tone | abstract found objects negative space positive space sculptor sculpture structure three-dimensional | convey design Egyptian fold imagery inform layout scale scroll sculpture shape technique zine material painting papyrus |

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| organic object pressure rubbing scale scientific shading shape smooth abstract gestural | | | pattern process ancient audience civilisation colour composition |
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| Formal Elements | |
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| Colour | Know that complimentary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. |
| Form | Know that three dimensional forms are either organic (natural) or geometric. Know that organic forms can be abstract. |
| Shape | Know that negative shapes show the space around and between objects. |
| Line | Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. |
| Pattern | Know that patterns can be man-made or natural. Know that the starting point for a repeating pattern is called a 'motif' and a motif can be arranged in different ways to make varied patterns. |
| Texture | Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. |
| Tone | Know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. |