

Art Progression Map – Year 3

| | Autumn 1 | Spring 1 | Summer 2 |
|---|--|---|---|
| Topic | Animals | Stone Age | Egyptians |
| Aspect of Art | Formal Elements of Art | Prehistoric Art | Craft |
| Learning Objective (from DC Pro) | <p>I can use different grades of pencil to shade and to show different tones and textures and my work shows that I have thought about the grades of pencil that I used.</p> <p>I can make notes in my sketchbook to show my likes and dislikes and to show improvements in my work.</p> <p>I can sculpt other mouldable materials. e.g. wire</p> <p>I can use line, tone, shape and colour to represent figure and forms in movement and to show depth in still life work.</p> | <p>I recognise when art is from different historical periods.</p> <p>I can make notes in my sketchbook to show my likes and dislikes and to show improvements in my work.</p> <p>I can use sketches to produce a final piece of art.</p> <p>I can use a range of brushes to create different effects in painting.</p> | <p>I recognise when art is from different cultures.</p> <p>I can make notes in my sketchbook to show my likes and dislikes and to show improvements in my work.</p> |

Art Progression Map – Year 3

| | | | |
|--------|--|--|--|
| Skills | <p>Generating Ideas</p> <p>Sketchbooks</p> <ul style="list-style-type: none"> • Using sketchbooks to generate ideas and observations • Expressing thoughts and observations in sketchbooks • Making records of experiments with various materials <p>Creating Original Artwork</p> <ul style="list-style-type: none"> • Controlling materials to achieve a desired effect <p>Making</p> <p>Drawing</p> <ul style="list-style-type: none"> • Identifying and representing subject matter • Using geometry and tonal shading • Drawing from observation <p>Evaluation</p> <ul style="list-style-type: none"> • Reflecting on preferences about their work in order to improve it • Discussing art using an increasingly sophisticated use of language (formal elements) | <p>Generating Ideas</p> <p>Sketchbooks</p> <ul style="list-style-type: none"> • Using sketchbooks to generate ideas and observations • Expressing thoughts and observations in sketchbooks • Making records of experiments with various materials <p>Inspiration from others</p> <ul style="list-style-type: none"> • Expressing original thoughts and ideas about the art of others <p>Making</p> <p>Drawing</p> <ul style="list-style-type: none"> • Drawing with charcoal • Making own paint from natural pigments <p>Drawing</p> <p>Evaluation</p> <ul style="list-style-type: none"> • Reflecting on preferences about their work in order to improve it • Discussing art using an increasingly sophisticated use of language (formal elements) | <p>Generating Ideas</p> <p>Sketchbooks</p> <ul style="list-style-type: none"> • Using sketchbooks to generate ideas and observations • Expressing thoughts and observations in sketchbooks • Making records of experiments with various materials <p>Making</p> <p>Craft</p> <ul style="list-style-type: none"> • Weaving using paper and other materials • Tie dying • Sewing <p>Evaluation</p> <ul style="list-style-type: none"> • Reflecting on preferences about their work in order to improve it • Discussing art using an increasingly sophisticated use of language (formal elements) |
|--------|--|--|--|

Art Progression Map – Year 3

| | | | |
|---|---|---|---|
| <p>Key Learning/ Technical Knowledge (Sticky knowledge)</p> | <p>Formal Elements</p> <p>Form and space</p> <ul style="list-style-type: none"> • Articulating their understanding of application of colour to paint sculptural forms • Developing ability to describe and model form in 3D using a range of materials. <p>Line</p> <ul style="list-style-type: none"> • Expressing line in different ways to express geometric and organic forms <p>Shape</p> <ul style="list-style-type: none"> • Identifying 2D shapes within images and objects • Identifying, drawing and labelling simple shapes found in everyday objects • Creating and forming shapes from 3D materials <p>Tone</p> <ul style="list-style-type: none"> • Learning and applying four simple rules of shading • Developing skill and control when using tone. | <p>Formal Elements</p> <p>Colour</p> <ul style="list-style-type: none"> • Experimenting with and discussing the pigments in natural products to make different coloured paints • Applying and blending charcoal to create more sophisticated areas of tone | <p>Formal Elements</p> <p>Pattern</p> <ul style="list-style-type: none"> • Constructing patterns through craft methods to further their knowledge and understanding <p>Texture</p> <ul style="list-style-type: none"> • Analysing and describing the use of texture within artists' work |
| <p>Vocabulary</p> | <p>3D form, facial features, geometric shapes, guidelines, shading, sketching, template, tones, geometry, points, lines, shape, space, manipulate, shading, blend, man-made, natural</p> | <p>Cave artists, charcoal, geometric shapes, iron age, line drawings, native, prehistoric, proportions, stone age, texture, tone</p> | <p>Craft, interior designer, intersection points, loom card frame, mood board, personality, running stitch, synthetic materials, textile designer, warp, wax resist, weave, weft, tie dye, Ann Roth</p> |

Additional skills through standalone lessons/ cross curricular work

Painting: Tints and shades

Skills

- Creating tints and shades
- Developing ability to control the tonal quality of paint

Formal Elements - colour

- Increasing awareness of manipulating paint to achieve more accurate colours and shades

Knowledge of artists

- **Diego Velázquez's** painting *Old Woman Cooking Eggs* to illustrate tints and shades of colour

Puppets – Link to science shadow puppets

- Using a range of methods and materials to create puppets

Learning about... Carl Giles

Creating original artwork

- Representing themselves and their family through their art (cartoon)

Knowledge of artists

- Discussing and analysing *Mother's Day* by **Carl Giles**, before using the piece as inspiration for their own cartoon style drawings to represent their family