

Year 3 - Progression of Knowledge and Skills Art

Term	Knowledge	Skills
<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">Topic: Painting and Mixed Media – Pre-Historic Painting</p>	<ul style="list-style-type: none"> • Colour: Know that paint colours can be mixed using natural substances, and that prehistoric people used these paints. • Line: Know that using different tools or using the same tool in different ways can create different types of lines. • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. <p>Making skills:</p> <ul style="list-style-type: none"> • How to use simple shapes to scale up a drawing to make it bigger. • How to paint on a rough surface. • How to create different textures using different parts of a brush. • How to use colour mixing to make natural colours. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art from the past can give us clues about what it was like to live at that time. • Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists experiment with different tools and materials to create texture. • Artists make decisions about how their work will be displayed. 	<p>Generating ideas:</p> <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. <p>Using sketchbooks:</p> <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. <p>Making skills:</p> <ul style="list-style-type: none"> • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • Confidently use a range of materials and tools, selecting and using these appropriately with more independence. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. • Understand the limitations of tools and materials and be able to experiment within

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<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">Topic: Painting and Mixed Media – Pre-Historic Painting</p>	<p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make art in more than one way. • People use art to tell stories and communicate. • People use art to help explain or teach things. • One artwork can have several meanings. 	<ul style="list-style-type: none"> • more than one medium and with tools to create textural effects. • Evaluating and analysing: • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate
<p style="text-align: center;">Autumn 2</p>		
<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Topic: Drawing – Developing Drawing Skills</p>	<ul style="list-style-type: none"> • Line: using different tools or using the same tool in different ways can create different types of lines. • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. • Tone: That 'tone' in art means 'light and dark'. • Tone: Shading helps make drawn objects look realistic. • Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.

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	<ul style="list-style-type: none"> • Line: using different tools or using the same tool in different ways can create different types of lines. • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. • Tone: That 'tone' in art means 'light and dark'. • Tone: Shading helps make drawn objects look realistic. • Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. • Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. <p>Making skills:</p> <ul style="list-style-type: none"> • Recognise more organic shapes within objects. • Place tonal shading by experimenting and recognising how it can help to show that a shape has form. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists experiment with different tools and materials to create texture. • Artists can work in more than one medium. 	<p>Making skills:</p> <ul style="list-style-type: none"> • Explore drawing 3D forms using line and shape. • Confidently using a range of materials and tools, selecting and using these appropriately with more independence. • Developing direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form. • Sketch out an idea or composition using short, fast, light strokes and 2D shapes. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Confidently explaining their ideas and opinions about their own and others' artwork.

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	<p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make art in more than one way. • There are no rules about what art must be. • Art can be purely decorative or it can have a purpose. 	
<p>Spring 2 Topic:</p>		
<p>Summer 1 Topic: Craft and Design – Ancient Egyptian Scrolls</p>	<p>Making skills:</p> <ul style="list-style-type: none"> • How to use a sketchbook to research a subject using different techniques and materials to present ideas. • How to use symbols to reflect both literal and figurative ideas. • How to produce and select an effective final design. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art from the past can give us clues about what it was like to live at that time. • The meanings we take from art made in the past are influenced by our own ideas. • Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists can work in more than one medium 	<p>Generating ideas:</p> <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. <p>Using sketchbooks:</p> <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.

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Term	Knowledge	Skills
<p>Summer 1</p> <p>Topic: Craft and Design – Ancient Egyptian Scrolls</p>	<p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People use art to tell stories and communicate. • People use art to help explain or teach things. 	<p>Making skills:</p> <ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportions. • Knowledge of artists: • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.



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Summer 2 Topic:		