



# St Barnabas CE Primary School

Preparing for a positive future, achieved through faith

## Year Three

### Key Stage Two Elements of Art Vocabulary

<u>Colour</u>	<u>Line</u>	<u>Tone</u>	<u>Pattern and Texture</u>	<u>Shape and Form</u>
Warm	Broad	Sombre	Drop	Scale
Cold/cool	Narrow	Bleached	Uniform	Spherical
Luminous	Horizontal	Powerful	Geometric	Organic
Vivid	Vertical	Dark	Symmetric	Positive
Contrasting	Outline	Crisp	Motif	Negative
Murky	Geometric	Stark	Irregular	
Radiant	Angular	Blended	Dots	
Vibrant	Fluent		lines	
Intense	Confident			
Deep	Powerful			

### Art Skills Vocabulary

#### Drawing:

tints, tones, shades, texture, perspective, horizon, composition, scale, foreground, middle ground, background, focal point, scale, expression, viewfinder

#### Painting:

Layering, backwash, watercolour, ratio, atmosphere, light effects, hue, neutral, complementary, contrasting, tertiary, translucent, analogous

#### Mixed Media

mono-print, layer, relief print, overlay, block printing, mono-printing, stencils, repeating patterns, surface, pressure, rub, impressed, lino, rotation, symmetrical,  
Other skills: knitting, weaving, weft, warp, stitching, sewing, appliqué, rip, tear

#### Sculpture:

kneading, pressing, joining, combining, cutting, adapting, modelling, moulding, attaching, fixing, secure, flimsy, coil, pinch



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<p align="center"><b><u>Unit</u></b></p>	<p align="center"><b><u>Disciplinary Knowledge</u></b> Big Ideas in Art Develop and share ideas through the form of a thought provoking questions Curiosity of the world</p>		<p align="center"><b><u>Practical Knowledge</u></b> Elements and style of Art Skill, approach</p>		<p align="center"><b><u>Theoretical knowledge</u></b> <b><u>Artists, craft makers designers</u></b> <b><u>Timeline/experiences/story</u></b> <b><u>How art is made?</u></b></p>	<p align="center"><b><u>Cross curricular/ Cultural Capital links/Trips</u></b></p>
<p align="center"><b><u>Autumn/Ongoing</u></b> <b><u>Contrast and complement</u></b> This project teaches children about colour theory by studying the colour wheel and colour mixing. An exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork. <b><u>Drawing/ Painting</u></b></p>	<p>What is a complementary colour?</p>	<p>Examples of complementary colours include red and green, blue and orange, They are obviously different to one another and are opposite each other on the colour wheel. Analogous colours are groups of colours that are next to each other on the colour wheel.</p>	<p><b><u>Elements of Art</u></b> Colour, line, shape, form, pattern and tone.</p>	<p><b><u>Skill</u></b> Painting Watercolour Drawing</p> <p><b><u>Technique</u></b> Colour: Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas. Tone/Form: Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. Line/Shape: Painting</p>	<p align="center"><b><u>Artist links</u></b> Picasso, Kandinsky, Van Gogh, George Inness, Mondrian. Clementine Hunter Faith Ringgold</p>	



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				with line for expression and to define detail. Pattern/Texture: Create more complex patterns and textures.		
<p><b>Autumn</b> <b>Prehistoric pots</b> <b>Drawing/sculpture</b></p> <p>This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.</p>	What is art?	<p>What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc</p>	<p><b>Elements of Art</b> Form and Shape texture pattern</p> <p><b>Vocab</b> Slab Coil Pinch zigzags, herringbone</p>	<p><b>Skill</b> Sculpture drawing</p> <p><b>Technique</b> Pinch pot Coil pot Sketching annotate</p>	<p>The Bell Beaker culture is an archaeological culture named after the bell beaker drinking vessel used at the beginning of the Bronze Age.</p> <p>4700 years ago, a new bell-shaped pottery style appeared in what is now Andorra, Portugal, Spain and Gibraltar. These bell beakers quickly spread across Europe, reaching Britain in around 2500 BC</p> <p>Bell Beaker pottery was often highly decorated. Objects, such as fingernails, stones, shells, twigs, combs, rope and cord were used to create a range of patterns and marks including geometric shapes,</p>	<b>History link</b>
<p><b>Spring</b> <b>People and Places</b> <b>Drawing and painting</b></p> <p>This project teaches children about the genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create</p>	How does art mirror human development?	Artists draw, paint or sculpt human forms in active poses.	<p><b>Elements of Art</b> Shape and form line space texture colour</p>	<p><b>Skill</b> Drawing Painting</p> <p><b>Technique</b> Hatching, cross-hatching and shading are techniques artists</p>	<p><b>Artists</b> <b>LS Lowry</b> LS Lowry (1887–1976) was a controversial artist who painted urban landscapes and the people who lived and worked there. Critics called his figures</p>	<b>Local link</b>



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<p>artwork in his style to show scenes from their school.</p>				<p>use to add texture and form.</p>	<p>'matchstick men' due to their elongated form.</p> <p>Artists famous for their detailed figure drawings include, Leonardo da Vinci and Raffaello Sanzio da Urbino, known as Raphael.</p> <p>Artists who have painted urban landscapes include, Olga Rozanova, Claude Monet, Paul Fischer and Camille Pissarro.</p>	
<p><b>Summer</b> <b>Mosaic Masters</b> <b>Drawing and mixed media</b></p> <p>This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile.</p>	<p>What is a Mosaic? Why were mosaics created?</p>	<p>Roman mosaics showed pictures of everyday life, gladiators, nature, animals and geometric patterns.</p>	<p><b>Elements of Art</b></p> <p>Pattern Colour Shape</p> <p><b>Vocab</b> tesserae</p>	<p><b>Art Skills</b></p> <p>Drawing and sketching creation of repeated pattern</p> <p><b>Technique</b></p> <p>Gluing Grouting model composition combine a visual element/tile</p>	<p><b>Crafts people</b></p> <p>Roman Mosaic</p> <p>A mosaic is a piece of art or an image made by assembling small pieces of coloured tile, glass, stone, pebbles or other materials. It is often used in decorative art or as interior decoration. The small pieces are known as tesserae.</p> <p>Making a mosaic involves putting mosaic pieces, or tesserae, onto a base, such as wood, stone, concrete or clay. The artist then uses grout to fill the spaces, or interstices, around the tesserae.</p>	<p><b>History</b> <b>Roman Unit</b></p>



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Year 3 Art, Craft & Design Knowledge & Skills Progression		Main Progression targets that sequence year on year	
<p><b><u>Practical Skills</u></b>  <i>Become proficient in drawing, painting, sculpture and other art, craft, and design techniques</i></p>		<p><b><u>Skill &amp; Control</u></b></p>	<p>Identify and draw the 2D &amp; 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks &amp; lines to describe a wide range of surfaces, textures &amp; forms.</p>
		<p><b><u>Medium</u></b></p>	<p>Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need.</p>
		<p><b><u>Purpose</u></b></p>	<p>Record experiences such as trips and experiences or to describe sequences of events. Describe, copy, and imagine how things might have looked in the past or in another place or culture. Draw things they can see (from nature, their environment, still life or from photos they have taken)</p>
	<p><b><u>Painting &amp; Mixed Media</u></b></p>	<p><b><u>Skill &amp; Control</u></b></p>	<p>Pupils are developing their painting skills increasing control, &amp; precision when painting detail, lines and edges of shapes.</p> <p>They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have.</p> <p>Pupils study how other artists' paint, applying elements of this to their work.</p>



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		<u>Techniques</u>	<u>Learn how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.)</u>
		<u>Formal Elements</u>	Colour: Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas. Tone/Form: Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. Line/Shape: Painting with line for expression and to define detail. Pattern/Texture: Create more complex patterns and textures.
		<u>Design</u>	Design and make using a range of techniques. E.g. coil and pinch pot review the method, considering the design requirements.
		<u>Craft</u>	Pupils gain experience in using mosaic as an art form
		<u>Other Materials</u>	Printing Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.  3D sculpture They should design and make Forms in 3 dimensions, clay or modelling materials, understanding how to finish and present their work to a good standard.  Digital: Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.
<u>Creativity</u>		<u>Sketchbooks</u>	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.



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<p><i>Explore ideas, invent, imagine, problem solve</i></p>	<p><b><u>Experiences, Imagination</u></b></p>	<p>They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.</p>
	<p><b><u>Develop Ideas</u></b></p>	<p>Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know.</p>
<p><b><u>Theoretical knowledge</u></b>          Artists, craft makers designers          Timeline/experiences/stories about Artists, Craft &amp; Designers. Learn how artists use formal elements</p>	<p><b><u>Learn about artists, craftspeople, architects, &amp; designers</u></b></p>	<p>Study significant works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p>
<p><b><u>Big Questions</u></b>  <i>Reflection leads to personal development</i>  <i>Evaluate and Analyse own &amp; others work</i>  <i>Curiosity of the world</i></p>	<p><b><u>Increasing understanding of purpose &amp; intention for art</u></b></p>	<p>Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p>
	<p><b><u>Awareness of choices &amp; decisions</u></b></p>	<p>Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.</p>