









Art Long Term Plan Hadrian Y3








Y3 Art				
National Curriculum Objectives KS2		Key Assessment Questions for Y3		
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught: 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.</p>		<p>Assessment Questions</p> <p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> •Tell me about that you are making and what inspired you •What might you do next? •Tell me about the materials and techniques you are using •What have you discovered? •How do you feel about the end result? •What kinds of problems did you encounter and how did you get round them? •Tell me about things you really liked or enjoyed •What would you like to explore more of? <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>		
Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media
	<p>Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response.</p> <p>Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material</p>	<p>Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making.</p> <p>Explore how ideas translate and develop through</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p>

	<p>work at own pace, following own exploration</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...</p>	<p>and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> • Describe what you see • What do you like/dislike? Why • What is the artist saying to us in this artwork? • How does it make you feel? • How might it inspire you in making your own art? 	<p>different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	
<p>Progression</p> 	<p align="center">By the end of Year 3 Children should be able to...</p> <p align="center">Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions</p> <p align="center">Use a sketchbook for different purposes, including recording observations, planning and shaping ideas</p>			

<p>Teacher Subject Knowledge</p> 	<p>Teachers should:</p> <p>Feel able to model sketchbook use <i>alongside</i> pupils (i.e. keep their own sketchbook) Let pupils <i>discover and share</i> for themselves Enable pupils to build confidence in their own ideas</p>			
<p>Cross Curricular Links</p> 	<p>History Computing English</p>			
<p>Making</p>	<p>Drawing</p>	<p>Drawing, Painting, Collage</p>	<p>3D</p>	<p>Digital & Animation</p>
	<p>Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching, e.g. Using gesture in drawing</p> <p>Using observational drawing as a starting point, fed by imagination, design typography, e.g. Typography for children</p> <p>Continue to familiarize with sketchbook / drawing exercises.</p> <p>Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. Drawing exercises</p>	<p>Make larger scale drawing from observation and imagination, e.g. Cheerful-orchestra drawing project Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome, e.g. Stencils composition and mark making and Exploring colour</p> <p>Explore painting on new surfaces using colour as decoration e.g. Paint clay tiles</p>	<p>Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture, e.g. Roald Dahl and Quentin Blake sculpture resource</p> <p>Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills, e.g. Clay fruit tiles</p> <p>Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick). Drawing and making flowers</p>	<p>Building on mark-making and observational skills, make drawings of animals, people and vehicles Use scissors to dissect the and reconstruct them into drawings that move, e.g. Making moving drawings</p> <p>Use digital media to make animations from the drawings that move Animating articulated beasts</p>

<p>Progression</p> 	<p align="center">By the end of Year 3 Children should be able to...</p> <p align="center">Develop practical skills by experimenting with and testing the qualities of a range of materials and techniques Select and use appropriately a variety of materials and techniques in order to create their own work. Be excited by the potential to create and feel empowered to begin to undertake their own exploration.</p>		
<p>Teacher Subject Knowledge</p> 	<p align="center">Teachers should:</p> <p>Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)</p>		
<p>Cross Curricular</p> 	<p>Reading Science Computing</p>		
<p>Evaluating</p>	<p align="center">As a class</p>	<p align="center">In small groups</p>	<p align="center">One to one</p>
	<p>Enjoy listening to other peoples views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork. Think about why the work was made, as well as how.</p>	<p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital</p>	<p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.</p>

		<p>folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p>	
<p>Progression</p> 	<p>By the end of Year 3 Children should be able to...</p> <p>Take pleasure in the work they have created and see that it gives other people pleasure Take the time to reflect upon what they like and dislike about their work in order to improve it Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process. Take photographs and videos and use digital media as a way to re-see work</p>		
<p>Teacher Subject Knowledge</p> 	<p>Teachers should:</p> <p>Be aware of the importance of sensitively unearthing <i>intention</i>, which may not always be apparent in end result Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process</p>		
<p>Cross Curricular Links</p> 			
<p>Knowledge & Understanding</p>	<p>Formal</p>	<p>Experiential</p>	

	<p style="text-align: center;">Each child should:</p> <ul style="list-style-type: none"> • Know the names of tools, techniques and formal elements (in pink above and below) • Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities • Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary • Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with 	<p style="text-align: center;">Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> • Discover that art is subjective (we all have our own legitimate understanding) • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Develop their knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups • Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge) • Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others
Progression	See above - Formal and Experiential	
<p>Teacher Subject Knowledge</p> 	<p style="text-align: center;">Teachers should:</p> <p style="text-align: center;">Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experiential understanding about what it is to be a creative human.</p>	
<p>Cross Curricular Links</p> 		

Education for
a Connected
World
(Throughout
the year)



Key texts

Tell Me a Picture: Adventures in looking at art by Quentin Blake (Year 3/4)