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# **Year 3 Art and Design Curriculum Booklet**

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# **National Curriculum for Art and Design: Key Stage 2**

**The national curriculum for art and design aims to ensure that all pupils:**






- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

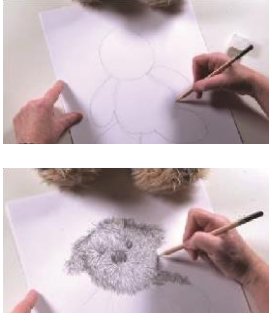


Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

**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.

# Year 3: Autumn Term- Skills

Lesson	Outline	Outcome
<b>Tone 1: The Four Rules of Shading</b>	Children learn and apply the four rules of shading; to work evenly and neatly, in one direction, with straight edges and no gaps.	
<b>Tone 2: Shading from Light to Dark</b>	Continuing with their work on tone, children employ their patience to practice shading smoothly from light to dark, filling the outline and background of an animal template with tone, contrasting the background with the inside of the template.	 
<b>Shape: Seeing Simple Shapes and Geometry</b>	Taking a simple drinks can, children learn to first study an object to identify the simple geometric shapes it's made up of, before sketching out the details using light guidelines.	 

<p><b>Drawing: My Toy Story</b></p>	<p>Bringing in their favourite soft toy from home, children draw from observation, first positioning the toy so they have their preferred vantage point, then sketching in the basic shape outlines using the natural movement of the wrist before finally adding in details.</p>	
<p><b>Craft and Design: Craft Puppets</b></p>	<p>Using a polystyrene ball, a selection of paints, card, dowel rods and grey felt, children make a puppet mouse inspired by the book 'The Dark at the Top of the Stairs' by Sam McBratney.</p>	
<p><b>Craft and Design: Shadow Puppets</b></p>	<p>Children create cat and mice shadow puppets from templates or by drawing their own silhouettes, before making and decorating a puppet theatre using a cereal box, ready for a performance.</p>	

# Year 3 Autumn Term: Ideas to Support Your Child's Learning at Home

## **Natural/Mad-made:**

A natural material exists in or is derived from nature.

A man-made material is made or caused by human beings.

## **Geometric Shapes:**

Geometric shapes are areas closed by a boundary and joined by curves, points or lines.

## **Guidelines:**

A guideline is a lightly marked line used as a guide in drawing.

## **Perspective:**

Perspective relates to the representation of 3D objects on a two-dimensional surface.

## **Silhouette:**

A silhouette is an image of a person, an object or scene represented as a solid shape of a single colour, usually black, with edges matching the outline of the subject.

Talk about our  
key vocabulary  
at home.



Visit the World Cultures gallery at the World Museum to view puppets such as 'Durna'; a shadow puppet character with a distinctive design.

# Year 3 Autumn Term: Ideas to Support Your Child's Learning at Home



Support your child to draw the objects that interest them. Follow the link below for a guide to observational drawing:

<https://artfulparent.com/observational-drawing-for-kids/>

**Work with your child to create a piece of artwork, applying their newly developed skills.**




Support your child to create shadow puppets before putting on a puppet show. Follow the link below for puppet craft ideas:





<https://craftsbyamanda.com/kids-puppets/>



# Year 3: Spring Term

## Prehistoric Art

Lesson	Outline	Outcome
<b>Painting: Tints and Shades</b>	Learning that a 'tint' is made by adding white to a colour and a 'shade' by adding black, children mix their own colours to paint the outline of an animal, working across the image from light to dark and completing a contrasting background.	
<b>Exploring Prehistoric Art</b>	Children are introduced to cave art and reflect upon the purpose of the drawings before working on developing their sense of proportion in drawing.	 

<p><b>Charcoal Animals</b></p>	<p>Children scale up their drawings from the previous lesson and use a different medium, charcoal, in their work.</p>	
<p><b>Prehistoric Palette</b></p>	<p>After experimenting with the colours and effects that can be created using natural materials, children make their own paints using spices and objects found on a nature walk.</p>	
<p><b>Painting on the Cave Wall</b></p>	<p>Children paint the prehistoric animal picture that they drew earlier in the topic.</p>	
<p><b>Hands on a Cave Wall</b></p>	<p>Children work on a collaborative class piece of prehistoric inspired art, creating hand prints on a textured background.</p>	



# Year 3 Spring Term

## Ideas to Support Your Child's Learning at Home

### **Blending Tones:**

Blending tones involves applying a small swatch of each tone of colour to a painting, then using a brush to create smooth gradation.

### **Layering:**

Working in layers is a system for creating paintings that involves the use of more than one layer of paint.

### **Tertiary Colours:**

Tertiary colours are produced by mixing equal amounts of a primary color with a secondary color adjacent to it on the color wheel.

### **Complementary Colours:**

Complementary colors are two colors that are on opposite sides of the color wheel.

### **Space (Positive and Negative):**

Positive space refers to the main focus of a picture.

Negative space refers to the background.

Talk about our key vocabulary at home.



Visit the Harthill Greenhouses in Calderstones Park to view the ancient artwork adorning the sandstone monoliths.

# Year 3 Spring Term

## Ideas to Support Your Child's Learning at Home



Support your child to create 3D cave art. Follow the link below for a prehistoric art project:

<https://hannahsartclub.wordpress.com/2019/07/12/cave-art-in-3d-a-prehistoric-painting-experience/>

**Work with your child to create a piece of artwork, applying their newly developed skills.**



Support your child to create prehistoric-inspired handprints. Follow the link below for a step-by-step guide:

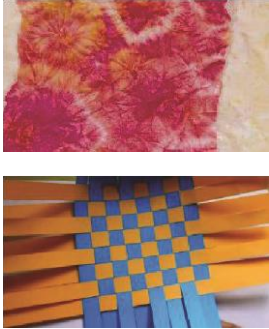

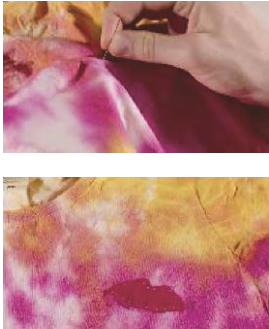
<https://www.dltk-kids.com/world/australia/handart.htm>



# Year 3: Summer Term

## Craft

Lesson	Outline	Outcome
<p><b>Creating a Mood Board</b></p>	<p>Children make a mood board by carefully selecting and curating fabrics, colours, textures and images to inspire them in this topic.</p>	
<p><b>Tie-dyeing Materials (2 Lessons)</b></p>	<p>Children learn how to create patterns on materials using tie-dye, exploring different effects.</p>	

<b>Paper Weaving</b>	<p>Children explore how to use strips of paper to create a weave, familiarising themselves with terms such as warp and weft.</p>	
<b>Weaving Other Materials</b>	<p>Using their weaving skills from the previous lesson and their tie-dyed materials from Lesson 2, children weave with fabric using a loom.</p>	
<b>Sewing a T-Shirt</b>	<p>Using their tie-dyed t-shirt from Lesson 2, children sew a shape or fabric weave onto the front, inspired by their mood board.</p>	

# Year 3 Summer Term

## Ideas to Support Your Child's Learning at Home

### **Mood Board:**

A mood board is a combination of images, fonts, colors, and textures that define the style of a project.

### **Intersect:**

To pierce or divide by passing through or across.

### **Tie-dyeing:**

To produce patterns in a piece of cloth by tying parts of it to shield from dye.

### **Natural Material:**

Any products that comes from plants, animals, or the ground e.g. wood.

### **Synthetic Material:**

Any products made from man-made rather than natural fibers e.g. plastic.

### **Warp and Weft:**

The weaving terms for the directionality of the threads that make up a woven fabric.

Talk about our key vocabulary at home.



Visit the Tate Liverpool to view textile art including Anni Albers' woven designs e.g. 'Ancient Writing'.

# Year 3 Summer Term

## Ideas to Support Your Child's Learning at Home



Support your child to create textile art using the technique of weaving. Follow the link below for a range of projects:

<https://artfulparent.com/fabric-arts-and-crafts-ideas-for-kids/>

**Work with your child to create a piece of artwork, applying their newly developed skills.**

Support your child to create a piece of art using their sewing skills. Follow the link below for a range of sewing projects:

<https://www.redtedart.com/sewing-projects-for-kids/>

