



## Year 3

### ART & DESIGN

#### **Curriculum Intent**

Through studying art at Walton Oak, pupils will gain the knowledge and skills to express themselves through creating their own art, crafts and designs. By encouraging children to experiment and invent, learning through art will help to build their resilience and belief in themselves as successful artists. They will develop their own tastes and an appreciation of different forms of art, different artists and recognize how techniques and materials have changed over time. They will know how art and design reflects the changes in our history and culture.

#### **Themes:**

**1. Knowledge of artists**

*Studying artists work, techniques and styles, making comparisons and describing differences*

**2. Making**

*Exploring a range of techniques – drawing, creating colour, painting*

**3. Generating Ideas**

*Creating original artwork, use of sketchbooks, inspiration from others, observations*

**4. Formal Elements – Knowledge and Understanding**

*Colour, Form, Shape, Tone, Texture, Pattern*

**5. Evaluating own and others' work**

*Experimenting and refining work, evaluating others*

## ART & DESIGN: CORE STUDY FOR YEAR THREE

<b>1. Knowledge of artists:</b> Studying artists work, techniques and styles, making comparisons and describing differences			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> <li>● Know that artists' work is often influenced by historical time, place, and purpose.</li> <li>● Recognise that prehistoric people used natural materials for drawing.</li> <li>● Understand that Roman mosaics used pattern and repetition to decorate spaces.</li> <li>● Know that modern artists like Georgia O'Keeffe often enlarged everyday subjects to show emotion or form.</li> <li>● Understand that materials can be symbolic (e.g. stone in mosaics, charcoal in cave drawings).</li> <li>● Know how to place key artworks studied on a simple timeline.</li> <li>● Recognise the role of art in different cultures (e.g. communication, celebration, religion, decoration).</li> <li>● Know that styles and techniques develop over time (from symbolic to realistic to abstract).</li> </ul>	<ul style="list-style-type: none"> <li>● Name studied artists (e.g. Georgia O'Keeffe, Roman artisans) and describe key aspects of their style.</li> <li>● Identify key features of ancient, classical and modern art styles.</li> <li>● Make direct comparisons between cave art, mosaics, and modern abstraction.</li> <li>● Match images to the artist or style based on visual features.</li> <li>● Discuss the purpose of different artworks (e.g. storytelling, decoration).</li> <li>● Use simple art language to justify opinions.</li> <li>● Begin to consider audience and intention when discussing artwork.</li> </ul>	<ul style="list-style-type: none"> <li>● Ancient</li> <li>● Modern</li> <li>● Timeline</li> <li>● Prehistoric</li> <li>● Mosaic</li> <li>● Abstraction</li> <li>● Represent</li> <li>● Symbol</li> <li>● Express</li> <li>● Scale</li> </ul>	<p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> <li>● Lascaux Cave Paintings – storytelling through imagery and limited materials.</li> <li>● Roman Art – use of mosaic tiles, symmetry, and repetition.</li> <li>● Georgia O'Keeffe – modern abstracted forms, large-scale flowers, colour and shape.</li> </ul>
<p><b>Extended Skills and Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Use timelines to place artists and artworks in historical context.</li> <li>● Make connections between purpose and style (e.g. Roman mosaics for decoration, cave art for storytelling).</li> <li>● Make links between historical and contemporary ideas in their own work.</li> <li>● Discuss symbolic or abstract elements in modern art.</li> </ul>			

## ART & DESIGN: CORE STUDY FOR YEAR THREE

<b>2. Making:</b> Exploring a range of techniques – drawing, creating colour, painting, printing, 3D/textiles, collage			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> <li>● Know the names and uses of dry media: charcoal, chalk, pastels.</li> <li>● Understand how cave artists used walls, fingers, and burnt tools to draw.</li> <li>● Know that mosaics are made by arranging tiles (tesserae) into set designs.</li> <li>● Understand how O’Keeffe used colour, form, and space to emphasise parts of nature.</li> <li>● Know how to prepare a surface before applying different media.</li> <li>● Understand that colour mixing and blending changes the effect of a painting.</li> <li>● Recognise that different surfaces (paper, card, wall) affect the outcome of a technique.</li> <li>● Know the difference between collage and mosaic in construction and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>● Use charcoal and chalk to create expressive lines and shading.</li> <li>● Blend and smudge dry media for smooth tone and texture.</li> <li>● Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</li> <li>● Arrange and glue paper or tiles to form a repeating or symmetrical pattern.</li> <li>● Recreate motifs and styles from Roman mosaics with accuracy.</li> <li>● Use observation and scale to create large abstracted forms in O’Keeffe-style work.</li> <li>● Mix and apply colours to show tone, harmony or contrast.</li> <li>● Layer materials in collage and explore texture combinations.</li> <li>● Use appropriate tools for fine detail (e.g. mosaic placing, brush work, chalk edge).</li> <li>● Show control in applying media and make deliberate choices about tools.</li> <li>● Combine drawing, painting and collage techniques in one artwork.</li> </ul>	<ul style="list-style-type: none"> <li>● Charcoal</li> <li>● blend</li> <li>● smudge</li> <li>● tesserae</li> <li>● mosaic</li> <li>● tile</li> <li>● abstract</li> <li>● collage</li> <li>● tone</li> <li>● symmetry</li> <li>● layout</li> <li>● Drawing tools               <ul style="list-style-type: none"> <li>→ pencil</li> <li>→ graphite</li> <li>→ chalk</li> <li>→ charcoal</li> <li>→ twigs</li> <li>→ feathers</li> </ul> </li> </ul>	<p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> <li>● Cave Art – gesture drawing with chalks/charcoal on textured surfaces.</li> <li>● Roman Mosaics – cut and place tesserae, tile design.</li> <li>● Modern Art (O’Keeffe) – recreate large-scale flowers, explore abstraction.</li> </ul>
<p><b>Extended Skills and Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Experiment with varied pressure and direction when using chalk/charcoal.</li> <li>● Incorporate symmetry and pattern independently in collage/mosaic.</li> <li>● Begin to compose using foreground, middle, and background.</li> <li>● Develop greater control and care with fine detail (cutting, placing).</li> </ul>			

## ART & DESIGN: CORE STUDY FOR YEAR THREE

<b>3. Generating Ideas:</b> Creating original artwork, use of sketchbooks, inspiration from others, observations			
<b>Core knowledge</b>	<b>Core skills</b>	<b>Core vocabulary</b>	<b>Taught through</b>
<ul style="list-style-type: none"> <li>● Know that ideas can develop from memory, observation, imagination or research.</li> <li>● Understand that sketchbooks can include visual notes, colour trials, and media tests.</li> <li>● Understand that plans help guide media choices and layout.</li> <li>● Know that artists often explore a subject from different angles or styles.</li> <li>● Understand the importance of reviewing early ideas before starting a final piece.</li> <li>● Know that experimenting in sketchbooks is a valuable part of developing a final design.</li> <li>● Understand the role of intention – what the artist wants to say or show.</li> <li>● Understand how to express original thoughts and ideas about the art of others</li> </ul>	<ul style="list-style-type: none"> <li>● Use sketchbooks to explore tonal shading and composition layouts.</li> <li>● Collect visual references (e.g. plant shapes, historical artefacts) to inform designs.</li> <li>● Plan mosaic patterns or large abstract drawings before making.</li> <li>● Use their Art books to express feelings about a subject and to describe likes and dislikes</li> <li>● Annotate plans with notes about media choices and effects.</li> <li>● Try out techniques in miniature before applying them to final work.</li> <li>● Create multiple rough designs and choose the strongest one.</li> <li>● Combine two or more sources of inspiration (e.g. O’Keeffe and natural forms).</li> <li>● Show understanding of subject matter through development of ideas (e.g. capturing movement in cave art).</li> <li>● Use trial and error to improve design (e.g. change layout or colour after reflection).</li> </ul>	<ul style="list-style-type: none"> <li>● Develop</li> <li>● refine</li> <li>● experiment</li> <li>● source</li> <li>● influence</li> <li>● visual reference</li> <li>● test</li> <li>● annotate</li> <li>● explore</li> <li>● observe</li> <li>● question</li> </ul>	<p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> <li>● Sketching prehistoric animals with charcoal before cave art.</li> <li>● Mosaic tile design planning using symmetry and pattern trials.</li> <li>● Colour/scale tests for O’Keeffe-inspired abstracted flowers.</li> </ul>
<p><b>Extended Skills and Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Reflect on earlier ideas to inform improved versions.</li> <li>● Use collected references from books/images in planning stages.</li> <li>● Independently annotate and explain reasoning in sketchbooks.</li> <li>● Evaluate and choose from alternative ideas during planning.</li> <li>● Revisit and refine designs across multiple sessions.</li> </ul>			

## ART & DESIGN: CORE STUDY FOR YEAR THREE

<b>4. Formal Elements – Knowledge and Understanding: Colour, Form, Shape, Line, Tone, Texture, Pattern</b>			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> <li>● <b>Tone:</b> Know that shading can be gradual or abrupt to show light or depth.</li> <li>● <b>Texture:</b> Understand visual vs tactile texture, and how to create each.</li> <li>● <b>Shape/Form:</b> Recognise how scale, shape and form can be distorted or enlarged.</li> <li>● <b>Pattern:</b> Understand repeating and symmetrical design (e.g. mosaics).</li> <li>● <b>Colour:</b> Know how to create tints and shades by adding white or black.</li> <li>● <b>Line:</b> Understand expressive vs controlled line (e.g. charcoal gesture vs mosaic outline).</li> <li>● Know that formal elements are tools used by artists to convey emotion or structure.</li> <li>● Understand how artists use combinations of elements for effect.</li> </ul>	<ul style="list-style-type: none"> <li>● Apply tonal shading using pressure, smudging, and layering.</li> <li>● Use texture rubbings and materials to explore real and implied texture.</li> <li>● Design repeating patterns with symmetry and visual balance.</li> <li>● Use abstract shapes with careful colour to evoke emotion (O’Keeffe).</li> <li>● Apply fine detail to mosaic shapes and collage layouts.</li> <li>● Control line thickness and direction to define form or energy.</li> <li>● Mix and use warm/cool colours for mood or contrast.</li> <li>● Use scale and composition deliberately for impact.</li> <li>● Explore positive and negative space in collage or drawing.</li> </ul>	<ul style="list-style-type: none"> <li>● Tone</li> <li>● shadow</li> <li>● contrast</li> <li>● texture</li> <li>● form</li> <li>● motif</li> <li>● symmetry</li> <li>● organic</li> <li>● geometric</li> <li>● border</li> <li>● movement</li> <li>● pattern</li> <li>● structure</li> <li>● balance</li> </ul>	<ul style="list-style-type: none"> <li>● Tonal cave drawings; textured backgrounds with chalk/charcoal.</li> <li>● Mosaic pattern planning using symmetry and repetition.</li> <li>● Colour and shape exploration in abstract flower forms.</li> </ul>
<p><b>Extended Skills and Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Use directional shading to show light source and depth.</li> <li>● Combine texture and tone for layered visual impact.</li> <li>● Create complex repeating patterns or mirror symmetry.</li> <li>● Explore distortion and enlargement of form (inspired by O’Keeffe).</li> </ul>			

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<b>5. Evaluating own and others' work:</b> Experimenting and refining work, evaluating others.			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> <li>● Know how to identify strengths and areas to develop in a piece.</li> <li>● Understand that art is open to interpretation and others may see it differently.</li> <li>● Know that feedback helps refine and improve art.</li> <li>● Understand that evaluating includes considering formal elements and intention.</li> <li>● Recognise when changes are needed to improve a piece.</li> <li>● Know how to describe and reflect on the making process.</li> </ul>	<ul style="list-style-type: none"> <li>● Use specific art language to describe their own and others' work.</li> <li>● Identify where formal elements (e.g. tone, texture) have been used successfully.</li> <li>● Suggest and act on ideas to improve a piece.</li> <li>● Explain their artistic choices (e.g. "I chose this colour because...").</li> <li>● Reflect on the process and describe steps they took.</li> <li>● Evaluate their final work against original intention.</li> <li>● Respond positively to peer feedback.</li> <li>● Give kind and constructive comments to others.</li> <li>● Edit their work or adapt it mid-process based on observations.</li> </ul>	<ul style="list-style-type: none"> <li>● Reflect</li> <li>● evaluate</li> <li>● adapt</li> <li>● feedback</li> <li>● technique</li> <li>● successful</li> <li>● composition</li> <li>● improve</li> <li>● interpret</li> <li>● opinion</li> <li>● effect</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal and written evaluations of their cave, Roman, and modern pieces.</li> <li>● Peer sharing sessions using sentence starters.</li> <li>● Art book self-assessment comments.</li> <li>● "Gallery walks" or class displays with verbal feedback.</li> </ul>
<p><b>Extended Skills and Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Identify specific elements that enhance or weaken the final piece.</li> <li>● Offer constructive criticism using formal language.</li> <li>● Reflect mid-project and adapt ideas accordingly.</li> <li>● Compare intention vs final outcome and evaluate success.</li> </ul>			