





# Year 3: Art and Design



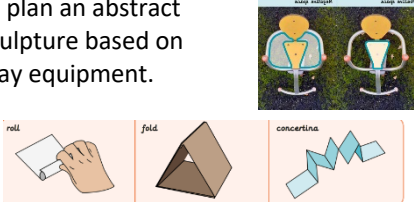
## Block 1 – Painting and Mixed Media

Overview of unit	Substantive Knowledge	Disciplinary Knowledge
<p>In this unit of work children will explore prehistoric art and recognise the processes involved in creating art. Children will use a range of mediums to recreate features of prehistoric art, experimenting with textures and colours.</p> 	<ul style="list-style-type: none"> <li>To understand what stone age people drew and why.</li> <li>To know what materials stone age people used to make paint.</li> <li>To understand when drawing what shapes to look for.</li> <li>To understand terms pigment, proportion and smudging.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple shapes to scale up a drawing to make it bigger.</li> <li>Make a cave wall surface.</li> <li>Create a textured background using charcoal and chalk.</li> <li>Use natural objects to make tools to paint with.</li> <li>Make natural paints using natural materials.</li> <li>Create different textures using different parts of a brush.</li> </ul>

## Block 2 – Drawing Artist focus – Max Ernst and Georgia O’Keeffe

Overview of unit	Substantive Knowledge	Disciplinary Knowledge
<p>Inspired by botanical drawings, children explore the techniques of artists such as Georgia O’Keeffe and Max Ernst to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p> 	<ul style="list-style-type: none"> <li>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract.</li> <li>To know that different drawing tools can create different types of lines.</li> <li>To know some basic rules for shading when drawing, e.g shade in one direction, blending tones smoothly and with no gaps.</li> <li>To know that shading is used to create different tones in artwork.</li> <li>To understand the term ‘frottage’ and how it was created by Max Ernst.</li> </ul>	<ul style="list-style-type: none"> <li>Developing drawing through observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> <li>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</li> <li>Use line, tone, pattern, colour, texture, shape and mark with care.</li> <li>Experiment with different drawing techniques.</li> <li>Experiment with various pencil grades.</li> </ul>

## Block 3 – Sculpture and 3D Artist focus - Ruth Asawa and Anthony Caro

Overview of unit	Substantive Knowledge	Disciplinary Knowledge
<p>Children will use a range of materials to mould, fold and curve to make 3D shapes which hold. Children will use inspiration from a range of sculptures to plan an abstract sculpture based on play equipment.</p> 	<ul style="list-style-type: none"> <li>To understand three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</li> <li>To know negative shapes show the space around and between objects.</li> <li>To know about Ruth Asawa and Anthony Caro and their sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>Join 2D shapes to make a 3D form.</li> <li>Join larger pieces of materials, exploring what gives 3D shapes stability.</li> <li>Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</li> <li>Identify and draw negative spaces.</li> <li>Plan a sculpture by drawing.</li> <li>Choose materials to scale up an idea.</li> <li>Create different joins in card eg. slot, tabs, wrapping.</li> </ul>