**Year 3 Art Curriculum – Summer Term**

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|  | **Vocabulary** | | | | | **Links across the curriculum** | |
|  | **Keyword** | Definition |  |  | | **Geography** –  **PSHE** –  **History –**  **English** –  **Science –** | |
|  |  |  |  | a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders: | |
|  |  |  | **texture** | the feel, appearance, or consistency of a surface or substance: | |
|  |  |  | **illustration** | An **illustration** is a decoration, interpretation, or visual explanation of a text, concept, or process,[[1]](https://en.wikipedia.org/wiki/Illustration#cite_note-1) designed for integration in print and digitally published media, such as [posters](https://en.wikipedia.org/wiki/Poster), [flyers](https://en.wikipedia.org/wiki/Flyer_(pamphlet)), magazines, books, teaching materials, [animations](https://en.wikipedia.org/wiki/Animation), [video games](https://en.wikipedia.org/wiki/Video_games) and [films](https://en.wikipedia.org/wiki/Films). An illustration is typically created by an [illustrator](https://en.wikipedia.org/wiki/Illustrator). | |
|  |  |  | **observation** | **Observation** in the [natural sciences](https://en.wikipedia.org/wiki/Natural_sciences)[[1]](https://en.wikipedia.org/wiki/Observation#cite_note-1) is an act or instance of [noticing](https://en.wikipedia.org/wiki/Noticing) or perceiving [[2]](https://en.wikipedia.org/wiki/Observation#cite_note-2) and the acquisition of [information](https://en.wikipedia.org/wiki/Information) from a [primary source](https://en.wikipedia.org/wiki/Primary_source). | |
|  |  |  | **Warm colours** | Warm and cool colours are categorized as warm and cool due to the feelings that one gets when looking at the hues. Reds, yellows, and oranges are evocative of the sun and fire. Therefore, they tend to convey a sense of warmth and comfort. | |
|  |  |  | **Cool colours** | Cool colours, on the other hand, are reminiscent of earthy objects, such as grass and water. Greens, blues, greys and violets. These hues often feel cool and refreshing, much like the outdoor areas that they are associated with. | |  | |
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|  | | | **Future Learning:**  Year 4 – press printing  Year 6 stencils | | | | |
|  | **Key Knowledge** | | | | **Key Skills** | | |
|  | * 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] * to create sketch books to record their observations and use them to review and revisit ideas | | | | •To use clear mark making.  •To select appropriate background material.  •To show structure and architectural aspect through mono print. | | |
|  | * 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] * To learn about great artists, architects and designers in history | | | | •To create a block shape suitable to print.  •To portray a message through an image.  •To develop prints to repeat, drop and half drop. | | |
|  | * 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] * To learn about great artists, architects and designers in history. | | | | •To create a pattern that combines a range of images from nature.  •To make carve marks that show a clear print image.  •To produce a repeat pattern with the lino print. | | |
|  | * 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] * to create sketch books to record their observations and use them to review and revisit ideas * To learn about great artists, architects and designers in history | | | | •To design an image using bold print and colour.  •To cut out a stencil accurately.  •To distribute ink on the screen evenly to produce a successful screen print. | | |
|  | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials * to create sketch books to record their observations and use them to review and revisit ideas * To learn about great artists, architects and designers in history | | | | •To use a found object to support the creation of an abstract piece of art.  •To select materials for collagraph printing that suit your abstract design.  •To create a textual collagraph print. | | |
|  | * 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] * to create sketch books to record their observations and use them to review and revisit ideas * To learn about great artists, architects and designers in history | | | | * I can tell you about the artist Andy Warhol and Roy Litchenstein * I can trace around an image 4 times * I can use a limited colour pallet and repeat colours | | |
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| **Where these are covered:** | | | | | | |
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| * Sculptors- Marc Quinn,Michelle Rhodes,Barbara Hepworth, Jill Townsey, Brendan Jamison. Eva Rothschild | | | | | | |