




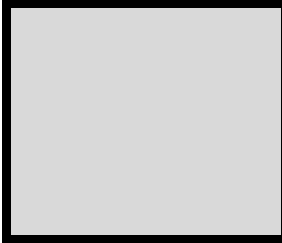


## Art Curriculum Overview A – Year 3



Term	Autumn	Spring	Summer
<b>National Curriculum KS2</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint and clay).</li> <li>• To learn about great artists, architects and designers in history.</li> </ul>		
<b>Title of Unit</b>	 <p style="text-align: center;"><b>Working with Shape and Colour</b></p>	 <p style="text-align: center;"><b>Telling Stories through Drawing and Making</b></p>	 <p style="text-align: center;"><b>Making Animated Drawings</b></p>
<b>Artist/Area Focus</b>	Henri Matisse Claire Willberg Romare Bearden	Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake	Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber
<b>Enquiry Question</b>	How can we make our own creative response to an original artwork, using line, shape and colour?	How can we create 3 dimensional characters inspired by characters in film and fiction?	How can we create drawings that move (digitally or physically)? How can we introduce narrative into our work?
<b>Media</b>	Print, Colour, Collage	Drawing, Sculpture, Sketchbooks	Drawing, Animation, Sketchbooks
<b>Theme</b>	Pattern, Structure, Movement, Growth, The Human Body, Sound		

<p><b>Key Concepts</b></p>	<ul style="list-style-type: none"> <li>• That we can be inspired by key artworks and make our own work in creative response.</li> <li>• That we can use shape and colour as a way to simplify elements of the world.</li> <li>• That shapes have both a positive and negative element.</li> <li>• That we can arrange shapes to create exciting compositions.</li> <li>• That we can build up imagery through layering shapes.</li> <li>• That we can use collage to inspire prints.</li> </ul>	<ul style="list-style-type: none"> <li>• That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.</li> <li>• That through making work in another medium we can make the work our own, re-interpreting and re-inventing.</li> <li>• That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.</li> </ul>	<ul style="list-style-type: none"> <li>• That artists can make animations by creating drawings which move in a sequence.</li> <li>• That we can use all our mark making skills and imagination to make our drawings visually engaging.</li> <li>• That we can use our moving drawings to share narratives.</li> </ul>
<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Understand that screen prints are made by forcing ink over a stencil.</li> <li>• Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes.</li> <li>• Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.</li> <li>• Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</li> <li>• That clay and Modroc are soft materials which finally dry/set hard. <ul style="list-style-type: none"> <li>• An armature is an interior framework which support a sculpture.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand that articulated drawings can be animated.</li> <li>• To understand that visual artists look to other artforms for inspiration.</li> <li>• Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. <ul style="list-style-type: none"> <li>• Understand artists often collaborate on projects, bringing different skills together.</li> </ul> </li> </ul>
<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. <ul style="list-style-type: none"> <li>• Develop mark making skills.</li> </ul> </li> <li>• Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making").</li> <li>• Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure.</li> <li>• Make an armature to support the sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject.</li> <li>• Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own</li> </ul>



- Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking
- Explore positive and negative shapes, line, colour and composition.



- Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations.