# Year 3 – Art

## Knowledge, Skills and Understanding

| Exploring and developing ideas |
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| • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. |
| • Question and make thoughtful observations about starting points and select ideas to use in their work. |
| • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. |

| Evaluating and developing work |
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| • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. |
| • Adapt their work according to their views and describe how they might develop it further. |
| • Annotate work in sketchbooks. |

| Drawing |
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| • Experiment with ways in which surface detail can be added to drawing. |
| • Use journals to collect and record visual information from different sources. |
| • Draw for a sustained period of time at an appropriate level. |
| • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. |
| • Experiment with different grades of pencil and other implements to create lines and marks. |
| • Experiment with different grades of pencil and other implements to draw different forms and shapes. |
| • Begin to show an awareness of objects having a third dimension. |
| • Experiment with different grades of pencil and other implements to achieve variations in tone. |
| • Apply tone in a drawing in a simple way. |
| • Create textures with a wide range of drawing implements. |
| • Apply a simple use of pattern and texture in a drawing. |

| Printing |
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| • Create printing blocks using a relief or impressed method. |
| • Create repeating patterns. |
| • Print with two colour overlays. |

| Painting |
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| • Experiment with different effects and textures including blocking in colour, washes, thickened paint, creating textural effects. |
| • Work on a range of scales e.g. thin brush on small picture etc. |
| • Create different effects and textures with paint according to what they need for the task. |
| • Mix colours and know which primary colours make secondary colours |
| • Use more specific colour language. |
| • Mix and use tints and shades. |

| 3D |
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| • Plan, design and make models from observation or imagination. |
| • Join clay adequately and construct a simple base for extending and modelling |