

# Claremont Primary and Nursery School Art and Design Curriculum

## Year 3: Stone Age to Iron Age – Artist Focus: Pre-historic art

NC Link: Drawing and sculpture



### Objectives:

- Be able to express opinions about pre-historic art work
- Be able to experiment with charcoal to create lighter and darker shades
- Be able to create own drawings using charcoal inspired by cave paintings
- Be able to experiment with clay to manipulate form, texture and structure
- Be able to create a clay sculpture using own drawings as a starting point
- Be able to critically evaluate my own art work

### Substantive Knowledge:

- Gather and review information, references and resources related to their ideas and intentions
- Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
- Create original, knowledge informed outcomes
- Analyse and evaluate own artwork and the work of others

### Procedural Knowledge:

#### Visual Literacy

- Know about and describe the work of some artists, craftspeople, architects and designers
- Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...")
- To understand that visual artists look to other artforms for inspiration
- Understand artists often collaborate on projects, bringing different skills together
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work

#### Generate Ideas

- Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.

#### Create

- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief

### Disciplinary knowledge (Think like an artist):

#### Drawing

- Experiment with different grades of pencil; explain choices about use of media
- Use different media to achieve variations in line, texture, tone, shape, pattern and colour; identify and draw the effect of light
- Use scale and proportion to draw anatomy increasingly accurately, particularly bodies and faces of people
- Use a sketchbook to research, collect and record

#### Sculpture

- Make informed choices about different clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures; build a textured relief tile; construct a simple clay base for modelling other shapes; build a functional form
- Cut and join wood with support; make a simple paper mache object using wire or assembled found materials
- Plan and design in a sketchbook; make models

### Key Vocabulary:

charcoal, pastels, pens, grades, form, shapes, tone pattern, texture, proportion, emotion, expression weight, marks, improve clay slabs, coils, decoration, form, tiles, brick, slate, wood, stone, metal, bronze, iron, proportion, decoration, ornate, symbolic

# Claremont Primary and Nursery School Art and Design Curriculum

## Year 3: Robin Hood – Artist Focus: Henri Rousseau

NC Link: *Painting*



### Objectives:

- Be able to express opinions about Henri Rousseau’s work
- Be able to develop colour mixing skills
- Be able to explore painting over different surfaces
- Be able to paint a landscape inspired by the work of Henri Rousseau
- Be able to critically evaluate my own art work

### Substantive Knowledge:

- Gather and review information, references and resources related to their ideas and intentions
- Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
- Create original, knowledge informed outcomes
- Analyse and evaluate own artwork and the work of others

### Procedural Knowledge:

#### Visual Literacy

- Know about and describe the work of some artists, craftspeople, architects and designers
- Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”)
- To understand that visual artists look to other artforms for inspiration
- Understand artists often collaborate on projects, bringing different skills together
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work

#### Generate Ideas

- Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.

#### Create

- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief

### Disciplinary knowledge (Think like an artist):

#### Painting

- Choose paints and implements appropriately and experiment with a wider range of different effects – e.g. layering, scraping, colour blocking, washes, thickening paint, scratching, dotting and splashing
- Mix colours and know which prime colours make secondary colours; experiment with tone, shade and tint
- Work confidently on different scales
- Use a sketchbook to research, collect and record

### Key Vocabulary:

mixed colours, mix, tint, shades, experiment, effects, texture, wash, layering, bold, delicate, detailed, colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, watery, intense, strong, opaque, background, foreground, rural, urban, cityscape, seascape, representational, imaginary, abstract, horizon.

# Claremont Primary and Nursery School Art and Design Curriculum

## Year 3: Rampaging Romans – Artist Focus: Alma Thomas

NC Link: Printing and mosaic



### Objectives:

- Be able to express opinions about Alma Thomas’s work
- Be able to experiment and investigate with materials to create a mosaic
- Be able to make a mosaic from recycled materials
- Be able to experiment with screen prints and mono prints
- Be able to create a mixed media piece using printing and mosaic
- Be able to critically evaluate my own art work

### Substantive Knowledge:

- Gather and review information, references and resources related to their ideas and intentions
- Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
- Create original, knowledge informed outcomes
- Analyse and evaluate own artwork and the work of others

### Procedural Knowledge:

#### Visual Literacy

- Know about and describe the work of some artists, craftspeople, architects and designers
- Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”)
- To understand that visual artists look to other artforms for inspiration
- Understand artists often collaborate on projects, bringing different skills together
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work

#### Generate Ideas

- Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.

#### Create

- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief

### Disciplinary knowledge (Think like an artist):

#### Printing

- Research, create and refine a print using a wider variety of techniques – e.g. marbling, screen printing and layering
- Design patterns of increasing complexity, exploring pattern & shape
- Use a sketchbook for recording and developing print ideas

#### Collage (mosaic)

- Develop different techniques – e.g. weaving, fabric crayons, embroidery, applique
- Develop skills in cutting and joining
- Experiment with overlapping and layering in collages, using a range of media – e.g. fabric, plastic, tissue, magazines, crepe paper
- Collect, refine and alter ideas

### Key Vocabulary:

Impression, relief, repeating pattern, monoprint, background, stencil, block, rotate, tearing, overlapping, layering, collage, printing, textural effects, cutting, joining, natural, stamp