



Art Statement of Intent

To practice any art, is a way to make your soul grow.

Art has a very important place in our curriculum. We believe art education stimulates creativity and imagination whilst giving the child unique opportunities to develop intellectually, emotionally, physically and socially. The appreciation and enjoyment of the visual arts enriches all our lives.

At Whinstone Primary, we aim to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Aims

- ♣ Produce creative work, exploring their ideas and recording their experiences
- ♣ Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ♣ Evaluate and analyse creative works using the language of art, craft and design
- ♣ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.





Whinstone Primary School Year 3 Art



Art and Design KS1 National Curriculum

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Art and Design KS2 National Curriculum

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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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] about great artists, architects and designers in history.



Art and Design Implementation

Art and Design is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

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| Year 3 Art and Design Implementation – Key Concepts |
| <p>The Key Concepts of Art at Whinstone are:</p> <ul style="list-style-type: none"> • Form • Printing • Drawing • Texture • Colour • Pattern |

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|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| In Year 3 the Key Concepts of Art are taught through the following sequence: | | | | | |
| <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
| <u>Drawing</u> | <u>Pattern</u> | <u>Texture</u> | <u>Printing</u> | <u>Colour</u> | <u>Form</u> |

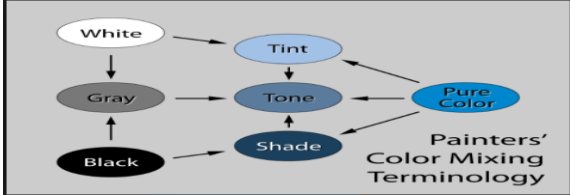
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|----------------------------------|----------------------------------|--|-----------------|--|---|
| Topic Specific Vocabulary | | | | | |
| Pattern | Drawing | Colour | Texture | Form | Printing |
| Surfaces | Positive Negative Accurate | Mixing Tertiary Dotting Scratching Splashing | Simple stitches | Shape, form model and construct Aesthetics | Relief and impressed printing Mono-printing |



Whinstone Primary School Year 3 Art



These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child's journey of Art at Whinstone.

| <u>Pattern</u> | <u>Drawing</u> | <u>Colour</u> | <u>Texture</u> | <u>Form</u> | <u>Printing</u> |
|---|---|---|---|---|---|
| <p>I can use a range of media to show a repeating pattern</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Experiment with the potential of various pencils <input type="checkbox"/> close observation <input type="checkbox"/> Draw both the positive and negative shapes <input type="checkbox"/> initial sketches as a preparation for painting accurate drawings of people - particularly faces <p><u>Artist Focus- Picasso</u></p> | <ul style="list-style-type: none"> <input type="checkbox"/> colour mixing secondary to tertiary wax crayon <input type="checkbox"/> Make colour wheels techniques- apply colour using dotting, scratching, splashing textiles  <p>The diagram, titled 'Painter's Color Mixing Terminology', illustrates the relationships between different color states. It features a central 'Pure Color' (blue oval) with arrows pointing to 'Tint' (lighter blue oval) above and 'Shade' (darker blue oval) below. 'Tint' and 'Shade' both have arrows pointing to 'Tone' (medium blue oval) in the center. To the left, 'White' (white oval) has an arrow pointing to 'Tint', and 'Black' (black oval) has an arrow pointing to 'Shade'. 'Gray' (gray oval) has an arrow pointing to 'Tone'. The text 'Painter's Color Mixing Terminology' is written at the bottom right of the diagram.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Use smaller eyed needles and finer threads <p>Start to explore other simple stitches</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Shape, form, model and construct (malleable and rigid materials) Mod roc <input type="checkbox"/> Plan and develop (volcano) <input type="checkbox"/> aesthetics work and that of other sculptors eg video of sand artists/ sculptors | <ul style="list-style-type: none"> <input type="checkbox"/> relief and impressed printing <input type="checkbox"/> monoprinting |



Whinstone Primary School Year 3 Art



Art Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

| Key Concept | Meeting expectations |
|-----------------|--|
| Pattern | Pattern- I can use a range of media to show a repeating pattern I can use Computing to make a repeating pattern |
| Drawing | I can use different grades of pencil to shade and show different tones and texture. I can use close observation. I can draw both positive and negative shapes. I can use initial sketches as a preparation for painting.- accurate drawing of people- particularly faces. |
| Colour | Colour- I can use a range of brushes to create different effects in painting/ I can mix colours and create a background using a wash I can make colour wheels. I can use different techniques to apply colour using dotting, scratching, splashing and textiles. |
| Texture | Texture - I can create a simple Viking design – Hessian Bag |
| Form | I can plan and develop a model volcano. |
| Printing | Printing- I can make a simple printing block and create art from it using one colour. Form- I can use clay and other modelling materials to create my own version of a volcano |