



Y3 art overview 2019-20 **Portraiture and Self Portraiture; Imaginative drawing & painting; Graphic/ decoupage design**

Art Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)				
						Responding Exploring	Creating Notating	Evaluating		
Responding	<ul style="list-style-type: none"> Discuss observed art pieces Follow guidance from tutor (techniques, top-tips) Experiment with own compositions 	<ul style="list-style-type: none"> Class/group tuition with technical guidance 	<ul style="list-style-type: none"> Understanding history/origins of artists, designers, craft-makers, architects Understanding history of art forms and purpose Understanding how art reflects a community/ culture Understand it keeps their traditions alive Understand how art in cultures is used (dance, spiritual, worship, rites of passage, wellbeing) 	<ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research on history/ origins etc and masterpieces from masters in their fields 	<p>TERM1:</p> <ul style="list-style-type: none"> Portraiture and Self Portraiture (link to National Portrait Gallery trip) video clips of famous masterpieces Research websites for projects (history of and styles of) Materials and stimuli for compositions (pencil, ink, charcoal as drawing materials). Sketch books RE DT /ART DAY WHOLE SCHOOL: Prayer Spaces: Wire sculpturing 	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)		
Exploring	<ul style="list-style-type: none"> Know about great artists, craft makers, designers Explore sketch books of professional artists. Make comparisons between genres Understand historical and cultural development of art 	<ul style="list-style-type: none"> Class/group tuition with reference to historical information, images 								
Designing	<ul style="list-style-type: none"> Keep sketch book (creative journal, visual diary) Record observations Plan/ explore/ experiment with designs Note-take in sketch book 	<ul style="list-style-type: none"> Class/group sketching activities 								
Creating	<ul style="list-style-type: none"> Compose own composition following planned design Compose after an artist's style Compose in more than medium (paint, textile, design, sculpture, collage, print) 	<ul style="list-style-type: none"> Class, then group opportunities for field studies and internal compositions from still-life/ stimuli 							<ul style="list-style-type: none"> Workshops in groups / as a class Presentations to class/assemblies Class, then group/ individual opportunities to create compositions 	<p>TERM2:</p> <ul style="list-style-type: none"> Imaginative drawing & painting - plate/coin painting video clips Materials for composition (ink, painting) Research websites for project (plate designs: Florence Balducci); Porcelain paper clay? Lucy Cobb Sketch books RE ART DAY WHOLE SCHOOL: Prayer of Thanks: Plants of our Garden
Critically Observing/ Evaluating	<ul style="list-style-type: none"> Observe a variety of artworks, identifying particular elements Observe someone else's chosen art piece Observe and critique other compositions Critically evaluate own compositions 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 								
SMSC	<ul style="list-style-type: none"> Research in pairs or individually according to given briefs wider knowledge of Y3 art curriculum Enjoyment and relaxation art can offer 	<ul style="list-style-type: none"> Research using given websites and researching finding own information 								