



Y3 art overview 2019-20 [Portraiture and Self Portraiture; Imaginative drawing & painting; Graphic/ decoupage design](#)

Musical 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"> <li>Discuss observed art pieces</li> <li>Follow guidance from tutor (techniques, top-tips)</li> <li>Experiment with own compositions</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with technical guidance</li> </ul>	<ul style="list-style-type: none"> <li>Understanding history/origins of artists, designers, craft-makers, architects</li> <li>Understanding history of art forms and purpose</li> <li>Understanding how art reflects a community/ culture</li> <li>Understand it keeps their traditions alive</li> <li>Understand how art in cultures is used (dance, spiritual, worship, rites of passage, wellbeing)</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher led presentations with children note-taking</li> <li>Group research on history/ origins etc and masterpieces from masters in their fields</li> </ul>	<p><b>TERM1:</b></p> <ul style="list-style-type: none"> <li><a href="#">Portraiture and Self Portraiture (link to National Portrait Gallery trip)</a> video clips of famous masterpieces</li> <li>Research websites for projects ( history of and styles of)</li> <li>Materials and stimuli for compositions (pencil, ink, charcoal as drawing materials).</li> <li>Sketch books</li> <li><a href="#">RE DT /ART DAY WHOLE SCHOOL: Prayer Spaces: Wire sculpturing</a></li> </ul>	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"> <li>Know about great artists, craft makers, designers</li> <li>Explore sketch books of professional artists. Make comparisons between genres</li> <li>Understand historical and cultural development of art</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with reference to historical information, images</li> </ul>						
Designing	<ul style="list-style-type: none"> <li>Keep sketch book (creative journal, visual diary)</li> <li>Record observations</li> <li>Plan/ explore/ experiment with designs</li> <li>Note-take in sketch book</li> </ul>	<ul style="list-style-type: none"> <li>Class/group sketching activities</li> </ul>						
Creating	<ul style="list-style-type: none"> <li>Compose own composition following planned design</li> <li>Compose after an artist's style</li> <li>Compose in more than medium (paint, textile, design, sculpture, collage, print)</li> </ul>	<ul style="list-style-type: none"> <li>Class, then group opportunities for field studies and internal compositions from still-life/ stimuli</li> </ul>						
Critically Observing/ Evaluating	<ul style="list-style-type: none"> <li>Observe a variety of artworks, identifying particular elements</li> <li>Observe someone else's chosen art piece</li> <li>Observe and critique other compositions</li> <li>Critically evaluate own compositions</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to be part of each lesson</li> </ul>						
SMSC	<ul style="list-style-type: none"> <li>Research in pairs or individually according to given briefs wider knowledge of Y3 art curriculum</li> <li>Enjoyment and relaxation art can offer</li> </ul>	<ul style="list-style-type: none"> <li>Research using given websites and researching finding own information</li> </ul>						
				<ul style="list-style-type: none"> <li>Workshops in groups / as a class</li> <li>Presentations to class/assemblies</li> <li>Class, then group/ individual opportunities to create compositions</li> </ul>	<p><b>TERM2:</b></p> <ul style="list-style-type: none"> <li><a href="#">Imaginative drawing &amp; painting - plate/coin painting</a> video clips</li> <li>Materials for composition (ink, painting)</li> <li>Research websites for project (plate designs: <a href="#">Florence Balducci</a>); Porcelain paper clay? Lucy Cobb</li> <li>Sketch books</li> <li><a href="#">RE ART DAY WHOLE SCHOOL: Prayer of Thanks: Plants of our Garden</a></li> </ul>			
				<ul style="list-style-type: none"> <li>Chosen piece to present to class for observing with reasons why it has been chosen and a background to piece selected</li> </ul>	<p><b>TERM3:</b></p> <ul style="list-style-type: none"> <li><a href="#">Graphic/decoupage design for decorative gift box</a> (decoupage/drawing/graphics). Video clips/ images of masterpiece designs</li> <li>Materials for composition (paper/card for 3d construction/ pen, decoupage materials)</li> <li>Research websites for gift box construction projects. Design in pencil on net. Then in ink/colour/decoupage.</li> <li>Sketch books</li> <li><a href="#">RE ART DAY WHOLE SCHOOL: Worship: Music instrument</a></li> </ul>			