

KFJS
Art Curriculum Map

In each project children will: generate ideas, use one or more of the formal elements, gain knowledge of artists, evaluate own and others work.

Year 3

Project	The Savvy Stone Age Stone Age to Iron Age (3D – clay)	Flower Power Plants (painting and printing)	Trip Advisor UK Study or country (mark making/drawing)
Key Question	How and why did the Beaker people create pots?	How are plants represented in art?	How and why are British landmarks drawn?
Essential understanding	3D Sculpture/collage Roll clay to create coils. Form and shape to make simple pots.	Painting Colour mixing of primary & secondary colours. Match colour to real items. Art appreciation Printers use repetition of pattern. The purpose of botanical paintings.	Mark making Depth, texture and thickness of art pencil strokes. Light sources add light and shade. Add shade and value. Ground objects to a page. Accuracy when drawing in scale and proportion. Prints are reversed. Art appreciation Buildings for designed for function and form.
Record observations and review ideas	Collate information about Stone Age pots. Evaluate product – is it fit for purpose? Has making the pot deepened understanding of the Beaker people?	Printing Explore, research and collate prints and products. Rate and rank. Complete an evaluation – what are the pitfalls of printing? Why has printing moved on technically? Painting Gather examples of botanical pictures.	Collate pictures of British/London landmarks which have been represented by artists and compare with photographs. Evaluate/rank and rate. Justify. Y3 gallery – opportunities to give peer feedback.
Improve mastery of art and design techniques	Recreate a simple coil pot using air dry clay.	Printing and understanding repetition within a pattern Paint a botanical picture of a plant – primary and secondary colours.	Art pencils, light and shade, value, vanishing point, scale and proportion. Using wax crayons/pastels/oil pastels.

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Know about great artists, craft makers and designers	Research and gather information about Stone Age pots.	William Morris Botanical artists	Famous British Architects –London buildings Study Ken Done and his drawing of Tower Bridge London.
Skills	Plan, design and make models from observation or imagination. Develop skills in joining, extending and modelling clay. Create textures and patterns in malleable materials including clay.	Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. Use language of and mix primary and secondary colours. Create printing blocks using relief or impressed method. Develop print techniques i.e. mono-printing, relief or impressed method. Create repeating patterns. Print with two colour overlays	Draw for sustained periods of time. Use a sketchbook to collect and develop ideas from a range of sources. Experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. Experiment with different grades of pencil to achieve varied tone. Create texture and pattern in drawing with a range of implements and media.
Assessment	How and why did the Beaker people create a pot? Can I create a pot using the coiled method?	How are plants represented in art? Can I create a labelled, botanical watercolour of a flowering plant?	How and why are British landmarks drawn? Can I create my own interpretation of a British landmark?
WTS	Able to roll coils however they may be uneven in size. The inside of the pot shows a little evidence of having been smoothed out.	Beginning to mix primary and secondary colours to add shade.	Beginning to experiment to design a simple British landmark which shows some evidence of interpretation.

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EXS	Rolled coils are even in thickness and smooth on the inside.	Can mix primary and secondary colours to use tints and shades to add depth.	Can experiment to produce a creative design influenced by a British landmark.
GDS	Coils are rolled to an even thickness and size. They have been smoothed out with some decoration.	Can identify, mix and use primary, secondary, complimentary and contrasting colours. The painting shows a good understanding of scale	Design is influenced by British landmarks and children are able to explain and justify their choices.