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| **Year 3 Disciplinary Knowledge –**  the disciplinary knowledge of Art and Design incorporates the discrete artist skills and techniques (components) which are explicitly taught in reference to the principals of Art and Design. Disciplinary knowledge also refers to contextual studies of specific artists and artworks and the language of art in which we use to analyse and discuss Art and Design. Disciplinary knowledge is broken down into components which culminate together to create a composite outcome. | | | |
|  | **WTS** | **EXS** | **GDS** |
| 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. |  | Rest of class |  |
| To create sketch books to record their observations and use them to review and revisit ideas |  | Rest of class |  |
| 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] |  | Rest of class |  |
| About great artists, architects and designers in history |  | Rest of class |  |

A logo for a school

Description automatically generated

**Art Assessment and Tracking**

**Year 3 Overview 24/25**

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| **Growing artists** | | | |
|  | **WTS** | **EXS** | **GDS** |
| Know the difference between organic and geometric shapes. |  | Rest of class |  |
| Use simple shapes to form the basis of a detailed drawing. |  | Rest of class |  |
| Use shading to demonstrate a sense of light and dark in their work. |  | Rest of class |  |
| Shade with a reasonable degree of accuracy and skill. |  | Rest of class |  |
| Blend tones smoothly and follow the four shading rules. |  | Rest of class |  |
| Collect a varied range of textures using frottage. |  | Rest of class |  |
| Use tools competently, being willing to experiment. |  | Rest of class |  |
| Generate ideas mostly independently and make decisions to compose an interesting frottage image. |  | Rest of class |  |
| Make considered cuts and tears to create their ideas. |  | Rest of class |  |
| Understand how to apply tone, with some guidance about where to use it. |  | Rest of class |  |
| Draw a framed selection of an image onto a large scale with some guidance. |  | Rest of class |  |
| Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way. |  | Rest of class |  |

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| **Prehistoric Art** | | | |
|  | **WTS** | **EXS** | **GDS** |
| Recognise the processes involved in creating prehistoric art. |  | Rest of class |  |
| Explain approximately how many years ago prehistoric art was produced. |  | Rest of class |  |
| Use simple shapes to build initial sketches. |  | Rest of class |  |
| Use simple shapes to build initial sketches. |  | Rest of class |  |
| Create a large scale copy of a small sketch. |  | Rest of class |  |
| Use charcoal to recreate the style of cave artists. |  | Rest of class |  |
| Demonstrate good understanding of colour mixing with natural pigments. |  | Rest of class |  |
| Discuss the differences between prehistoric and modern paint. |  | Rest of class |  |
| Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. |  | Rest of class |  |
| Successfully make positive and negative handprints in a range of colours. |  | Rest of class |  |
| Apply their knowledge of colour mixing to make natural colours. |  | Rest of class |  |

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| **Art Sculpture and 3D** | | | |
|  | **WTS** | **EXS** | **GDS** |
| Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. |  | **Rest of class** |  |
| Make a structure that holds its 3D shape. |  | Rest of class |  |
| Explain in simple terms the difference between 2D and 3D art. |  | Rest of class |  |
| Combine shapes together to make an interesting free-standing sculpture. |  | Rest of class |  |
| Try out more than one way to create joins between shapes. |  | Rest of class |  |
| Identify familiar 2D shapes in photographs. |  | Rest of class |  |
| Identify shapes in the negative space between objects. |  | Rest of class |  |
| Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. |  | Rest of class |  |
| Plan an abstract sculpture based on play equipment. |  | Rest of class |  |
| Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). |  | Rest of class |  |
| Choose appropriate methods for joining elements in their sculptures. |  | Rest of class |  |
| Show that they have thought about how to improve their sculptures and made choices about what to add. |  | Rest of class |  |
| Work cooperatively in pairs to add detail to their artwork. |  | Rest of class |  |

**Next Steps -Learning Points for next enquiry (noting revisit points for Pupils at WTS )**

**1)**

**2)**

**3)**