



## Year 3 Art Progression of Knowledge & Skills



National Curriculum	Year 3 Progression of Knowledge and Skills
Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas	<ul style="list-style-type: none"><li>I can experiment with the potential of various pencils (<b>2B - HB</b>) to show <b>tone</b>, <b>texture</b> etc.</li><li>I can <b>draw</b> from close observation objects in the natural world.</li></ul> <b>Vocabulary:</b> Sketchbook - Grades of pencil - Scale - Symmetry - Refine - Alter - Visual Sources - Texture - Expression
Ar2/1.2 to improve their mastery of art and design techniques, including drawing, with a range of materials	<ul style="list-style-type: none"><li>I can make <b>initial sketches</b> as a preparation for painting and other work.</li><li>I can <b>observe</b> and <b>draw</b> shapes and repeat these with increasing accuracy.</li><li>I can begin to <b>draw</b> shapes symmetrically and I can <b>place</b> a motif on the page considering how to show symmetry.</li><li>I can <b>create</b> more accurate drawings of people - particularly faces looking closely at where features and the detail they have.</li><li>I can use <b>sketchbooks</b> for recording <b>patterns</b>.</li></ul> <b>Vocabulary:</b> pattern, features, sketch, shade, initial sketch, draw, scale, symmetry.
Ar2/1.2 to improve their mastery of art and design techniques, including painting with a range of materials	<ul style="list-style-type: none"><li>I can search for <b>patterns</b> around us in the world, pictures, objects.</li><li>I can <b>create</b> patterns using <b>ICT</b></li><li>I can <b>use</b> equipment and <b>media</b> with increasing confidence</li><li>I can use <b>relief</b> and <b>impressed printing</b> processes.</li><li>I can <b>explore</b> images through <b>monoprinting</b> on a variety of papers</li><li>I can <b>explore</b> colour mixing through <b>overlapping</b> colour prints deliberately.</li><li>I can <b>make</b> patterns on a range of surfaces on <b>fabric</b> and <b>paper</b> on the playground.</li><li>I can extend exploring colour mixing to <b>applying colour mixing</b> in their work.</li><li>I can make <b>colour wheels</b> to show <b>primary</b> and <b>secondary colours</b>.</li><li>I know there are different <b>types of brushes</b> for specific purposes and am beginning to <b>explore</b> these.</li><li>I can begin to apply colour using <b>a variety of techniques</b> eg- <b>-Pointillism</b> - control over coloured dots, so <b>tone</b> and <b>shading</b> is evident. <b>-Impasto</b>- control over the amount of paint, so <b>texture</b> is evident.</li></ul> <b>Vocabulary:</b> Printing block, styro-foam
Ar2/1.3 learn about great artists, architects and designers in history.	<ul style="list-style-type: none"><li>I <b>know</b> who William Morris is and can <b>name</b> his style of art.</li><li>I can <b>design</b> my own motif in the style of William Morris.</li><li>I <b>know</b> who George Seurat is and can <b>name</b> his style of art.</li><li>I <b>know</b> who Vincent Van Gogh is and can <b>name</b> his style of art.</li><li>I can <b>use</b> pointillism and impasto and <b>discuss</b> my preference of style.</li></ul> <b>Vocabulary:</b> Romanticism, impressionist

## Assessment End Points Year 3

Knowledge	Skills
<ul style="list-style-type: none"><li>• I know which historical figures (Morris, Seurat, Van Gogh) influenced art movements and what new techniques they developed.</li><li>• I know how to create patterns and motifs with digital technology and tools.</li><li>• I know that pencils have a different grading and can choose the type of pencil I need/prefer to draw with.</li></ul>	<ul style="list-style-type: none"><li>• I can <b>use</b> equipment and media with increasing confidence</li><li>• I can extend exploring colour mixing to <b>applying colour mixing</b> to a range of techniques (including pointillism, impasto, printing etc.)</li><li>• I can <b>create</b> accurate drawings by drawing from observation and making recordings in a sketchbook.</li></ul>