# Bewsey Lodge PrIMARY sCHOOL

Learning Outcomes for Art Good knowledge Some prior knowledge Limited or no prior knowledge

Year 3

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| Lesson outcome | The Stone Age | Would you rather live in Warrington or Seville? | Who were the Romans? | Who were the Romans? | Superheroes! | Where does Chocolate come from? |
| To use secondary and primary resources(images, pictures, objects) to think about and form their own ideas |  |  |  |  |  |  |
| Use sketchbooks to collect and record visual information from different sources. |  |  |  |  |  |  |
| DRAWING - Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. |  |  |  |  |  |  |
| *DRAWING -*Investigate tone by drawing light/dark lines, light/dark patterns, light/dark sides of a shape. |  |  |  |  |  |  |
| DRAWING - Draw for a sustained period of time at an appropriate level. |  |  |  |  |  |  |

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| DRAWING - Experiment with ways in which surface detail can be added to drawings using marks, shading etc. |  |  |  |  |  |  |
| DIGITAL MEDIA - Record and collect visual information using IPADS. |  |  |  |  |  |  |
| DIGITAL MEDIA - Use a graphics App to create images and add effects to photos and drawn images. |  |  |  |  |  |  |
| PAINTING - Experiment with different effects and textures Inc. blocking in colour with washes or creating textural effects adding sand (or other suitable material) into the paint |  |  |  |  |  |  |
| PAINTING -Work on a range of scales e.g. thin brush on small picture etc. |  |  |  |  |  |  |
| PAINTING - Identify primary colours and know how to mix these to create basic secondary colours. |  |  |  |  |  |  |
| PAINTING - Create different effects and textures with paint according to what they need for the task. |  |  |  |  |  |  |
| PRINTING - Create printing blocks using a relief or impressed method |  |  |  |  |  |  |
| PRINTING -Create repeating patterns |  |  |  |  |  |  |
| PRINTING - Print with two colour overlays |  |  |  |  |  |  |
| TEXTILES - Use a variety of techniques to create different textural effects ., e.g. printing, dyeing, weaving and stitching |  |  |  |  |  |  |
| TEXTILES - Develop skills in stitching, cutting and joining materials. |  |  |  |  |  |  |
| 3D - Use paper mache to create a simple 3D object |  |  |  |  |  |  |
| 3D -Plan, design and make models from observation or imagination |  |  |  |  |  |  |
| COLLAGE - Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures |  |  |  |  |  |  |
| COLLAGE - Use collage as a means of collecting ideas and information and building a visual vocabulary |  |  |  |  |  |  |
| To know that different forms of artwork are made by artists, craftspeople and designers, from all cultures and times |  |  |  |  |  |  |
| To be able to talk about the materials, techniques and art processes used |  |  |  |  |  |  |