

**SHEVINGTON FEDERATION SCHEMES OF WORK
ART AND DESIGN**

Y3 children will learn :	Autumn	Spring	Summer
To show perseverance with a piece of work by revisiting sketch books to refine ideas before beginning main piece of work.			
To learn to select and record from first hand observations, experiences and imagination when developing their own piece of work.			
To explore ideas for different purposes linked to theme ,visit or role play area			
To question and make thoughtful ideas about starting points and select ideas to use in their work.			
To describe the roles of artists, craft makers and designers working in different times /cultures – (use WW1 Poppies at Tower as an example)			
To learn about the role of an architect. (can be achieved as part of termly theme if buildings involved E.g. –IWMN in Manchester.			
To accept a challenge to use learned skills to make choices about design and composition.			
PAINTING:			
To consolidate colour mixing of primary and secondary colours including tints (adding to white.) To begin to use this in own work.			
To mix a wider range of colours using tinting.			
To mix in black paint to make shades of colours.			
To investigate hot and cold colours when studying the work of other artists or craft makers.			
To create textures and thicknesses of paint from own ideas.			
To begin to become familiar with the names of different types of paints – acrylic, water colour oil for example.			
To know the difference between hog hair, squirrel and sable brushes and be introduced to the stipple brush.			
To select different brushes for different scales and purposes.			
To use the vocabulary foreground, background and mid ground when looking at a painting.			
DRAWING:			
To investigate tone using different grades of pencils, pastels and chalk. To comment on the technique and the differences.			
To investigate use of line and marks to show texture (e.g. hatching)			
To explore shadows using shading.			
To develop sketching techniques such as having a sharp pencil, drawing shapes smoothly, lightly and quickly using a loose wrist. (control)			
To use a number of sketches to base their work on.			
PRINTING:			
To print using a range of materials suggested by the teacher /child			
To print using a range of actions- stamping- rolling –pressing and others as suggested by the children beginning to show control in their use of equipment- steady hand ect.			
To explore print making in the environment eg wall paper, fabric			

and so on.			
To discuss the word texture and the effect printing creates			
To explore and experiment creating texture using a range of materials			
To learn to plan and predict how the paint will behave on the paper when pressed- folded monoprint			
To develop the skills of printing onto paper and cloth from inks floating on water-marbelling-book3 p40 To recognise the properties of inks reflecting on how they float, drip and change due to movement			
To extend their knowledge of printing by creating stencils and a pounce and to begin to use the vocabulary positive and negative images. Book3 p42			
TEXTILES/COLLAGAGE			
To start to understand the techniques used in dyed textiles and how to be safe when dyeing. Discuss natural and man-made dies. Will need a risk assessment in planning and an extra adult,			
To master running stitch, cross stitch, back stitch and blanket stitch as part of a design in appliqué work.			
To work collaboratively on a piece of textile design			
To experiment with a range of materials such as buttons, beads and sequins to add effects to appliqué work. To join the accessories to the fabric.			
To use the fabric that has been dyed as a part of their project.			
To create box looms on which to weave their own fabrics.			
DIGITAL MEDIA:			
How to use layers and copy and paste between different images to develop creative compositions.			
How to use tools within the program Photoshop Elements			
To create a photo collage using fragments from several different photos.			
To understand how artists combine different images to make dramatic compositions.			
To use the magic wand and eraser tool to remove backgrounds See Book 3 p76-77 and the Green Screen sheet on the Y3 CD rom			
To use the move tool within Photoshop Elements.			
3 D WORK:			
To learn about the work of a sculptor and the differences involved being that type of artist.			
To develop their skills of observation and extend vocab by describing and comparing the properties of different building materials.			
To develop their control of tools and basic techniques using clay-rolling slabs – making coils of even thickness.			
To use a range of clay tools to make impressions on the surface to create texture.			
To explore a range of ways of joining clay- see Book 3 master class on the CD Rom – scratch and slip method.			
To use the techniques to create a design or artifact linked to theme-			

ask children and see Book 3 p66 for ideas			
Paint clay using mixed colours and correct size brush			
To use 3-4 layers of PVA as a glaze to give strength to clay 3D work.			
REVIEWING AND EVALUATING:			
To explain why they chose to produce the image they did.			
To explain the challenges they faced and how they were overcome.			
Which part of your work was most successful and why?			
To find a similarity and a difference between their work and a partner,			