

Overview Art/DT Year 3

	Autumn Term		Spring Term		Summer Term	
Big Question	What was here before me?		How do living things survive?		What creates change?	
Other Subject links	Prehistoric (dinosaurs), Stone age, light, fossils rocks & soil, map skills.		Bronze age & their trading routes in the Middle East, food & diet, the human body, Iron age, plants		Romans and Italy Forces and magnets/Materials	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art - Drawing/ Painting	DT - Linkerage Stone Age Pictures	DT - Footwear for Bronze/Iron Age times	Art - Textiles/Printmaking	DT- Healthy Food (Pizza)	Art - 3D/Collage
National Curriculum Objectives	<ul style="list-style-type: none"> ● create sketch books to record their observations and use them to review and revisit ideas ● improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ● about great artists, architects and designers in history. 	<p>Design</p> <ul style="list-style-type: none"> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, 	<p>Design</p> <ul style="list-style-type: none"> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	<ul style="list-style-type: none"> ● create sketch books to record their observations and use them to review and revisit ideas ● improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ● pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing 	<p>Design</p> <ul style="list-style-type: none"> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded 	<ul style="list-style-type: none"> ● create sketch books to record their observations and use them to review and revisit ideas ● improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

	<p>●o improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>-select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>-understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>Make</p> <p>-select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>-select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Technical Knowledge</p> <p>-apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Evaluate</p> <p>-investigate and analyse a range of existing products</p> <p>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>awareness of different kinds of art, craft and design.</p>	<p>diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>-select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>-understand how key events and individuals in design and technology have helped shape the world</p>	
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					<p>-investigate and analyse a range of existing products</p> <p>Cooking and Nutrition</p> <p>-understand and apply the principles of a healthy and varied diet</p> <p>-prepare and cook a variety of predominantly savoury dishes using a variety of predominantly dishes using a range of cooking techniques</p> <p>-understands seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	
Knowledge	<p><u>Drawing</u> Investigate different marks that can be made with a pencil.</p> <p>Explore shading techniques and investigate light, medium and dark tone.</p> <p><u>Painting</u> Mix primary colours to make secondary colours.</p> <p>Mix colour tints using primary and secondary colours, plus white.</p>	<p><u>Printing</u> Learn how to ink up a slab correctly.</p> <p>Use a roller to experiment with mark making.</p> <p>Understand the monoprinting process.</p> <p>Experiment with monoprinting.</p> <p><u>Textiles</u> Collect visual information using a sketchbook, and explore patterning from different cultures.</p>	<p><u>Collage</u> Develop cutting and sticking skills.</p> <p>Investigate positive and negative images.</p> <p>Transpose ideas from painting to collage.</p> <p><u>3D</u> Record and collect visual information to inform their ideas.</p> <p>Transpose 2D designs onto a 3D surface.</p>			

	<p>Discuss colours and talk about what they think and feel about them.</p> <p>Explore ways of making tints and tones.</p> <p>Experiment with the techniques of 'tonking' and 'sgraffito' to develop their work.</p> <ul style="list-style-type: none"> *begin to research others' needs * show design meets a range of requirements * describe purpose of product * follow a given design criteria * have at least one idea about how to create product * create a plan which shows order, equipment and tools *describe design using an accurately labelled sketch and words * make design decisions *explain how product will work *select appropriate tools / techniques *alter product after checking, to make it better *begin to try new/different ideas *use simple lever and linkages to create movement 	<p>Use knowledge of dip dye techniques to produce backgrounds for printing.</p> <p>Develop understanding of collographs, cutting and assembling a relief surface.</p> <p>Develop block print techniques onto pre dyed fabric.</p> <ul style="list-style-type: none"> *begin to research others' needs * show design meets a range of requirements * describe purpose of product * follow a given design criteria * have at least one idea about how to create product * create a plan which shows order, equipment and tools *describe design using an accurately labelled sketch and words * make design decisions *explain how product will work <p>*select suitable tools/equipment, explain choices; begin to use them accurately</p> <p>* select appropriate materials, fit for purpose.</p> <p>* work through plan in order</p> <p>*consider how good product will be</p> <p>* begin to measure, mark out, cut and shape materials/components with some accuracy</p> <p>* begin to assemble, join and combine materials and components with some accuracy</p> <p>* begin to apply a range of finishing techniques with some accuracy</p> <p>*join different textiles in different ways</p> <p>*choose textiles considering appearance and functionality</p> <p>*begin to understand that a simple fabric shape can be used to make a 3D textiles project</p> <p>*use appropriate materials</p> <p>*work accurately to make cuts, holes etc.</p> <p>* join materials</p>	<p>Roll and form clay slabs and inlay different coloured clays.</p> <ul style="list-style-type: none"> *carefully select ingredients *use equipment safely *make product look attractive *begin to understand food comes from UK and wider world *describe how healthy diet= variety/balance of food/drinks *explain how food and drink are needed for active/healthy bodies. *prepare and cook some dishes safely and hygienically <p>*grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p>
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<p>Skills</p>	<p><u>Drawing</u> *Investigate different marks that can be made with a pencil. *Explore shading techniques and investigate light, medium and dark tone.</p> <p><u>Painting</u> *Mix primary colours to make secondary colours. *Mix colour tints using primary and secondary colours, plus white. *Discuss colours and talk about what they think and feel about them. *Explore ways of making tints and tones. *Experiment with the techniques of 'tonking' and 'sgraffito' to develop their work.</p>	<p>Year 3 Expected a) I use the most appropriate materials b) I can work accurately to make cuts and holes c) I can join materials. a) I can use equipment and tools accurately.</p> <p>Year 3 Expected a) I can show that my design meets a range of requirements b) I can put together a step-by-step plan which shows the other and also what equipment and tools I need. c) I can describe my design using an accurately labelled sketch and words d) I can say how realistic my plan is.</p>	<p>Year 3 Expected a) I can join textiles of different types in different ways. b) I can choose textiles both for appearance and qualities.</p> <p>Year 3 Expected a) I can explain what I changed to make my design even better.</p>	<p><u>Printmaking</u> *Learn how to ink up a slab correctly. *Use a roller to experiment with mark making. *Understand the monoprinting process. *Experiment with monoprinting.</p> <p><u>Textiles</u> *Collect visual information using a sketchbook, and explore patterning from different cultures. *Use knowledge of dip dye techniques to produce backgrounds for printing. *Develop understanding of collographs, cutting and assembling a relief surface. *Develop block print techniques onto pre dyed fabric.</p>	<p>Year 3 Expected a) I can choose the right ingredients for a product b) I can use equipment safely c) I can make sure that my products look attractive d) I can describe how combined ingredients come together e) I can set out to grow plants such as cress and herbs from seed with the intention of using in my food products.</p> <p>Year 3 Expected a) I can select the most appropriate materials b) I can use a range of techniques to shape and mould c) I use finishing techniques.</p> <p>Year 3 Expected a) I can show that my design meets a range of requirements b) I can put together a step-by-step plan which shows the other and also what equipment and tools I need. c) I can describe my design using an accurately</p>	<p><u>3D</u> *Record and collect visual information to inform their ideas. *Transpose 2D designs onto a 3D surface. *Roll and form clay slabs and inlay different coloured clays.</p> <p><u>Collage</u> *Develop cutting and sticking skills. *Investigate positive and negative images. *Transpose ideas from painting to collage.</p>
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					labelled sketch and words d) I can say how realistic my plan is.	
Vocabulary	<u>Drawing</u> Mark making, shading, light, medium and dark tone. <u>Painting</u> Primary colour, secondary colour, colour tints, tones, tonking, sgraffito.		<u>Printing</u> Inking, slab, roller, experiment, monoprint. <u>Textiles</u> Patterns, cultures, dip dye, block print, pre-dyed, collograph.		<u>3D</u> Visual, transpose, 2D, 3D, clay slab, inlay. <u>Collage</u> Positive images, negative images, transpose.	