



A Damers First School Year 3 Artist

Art knowledge and skills Year 3 	DRAWING 	PAINTING 	PRINTING 	TEXTILES/ COLLAGE 	3D WORK 	MAKING CONNECTIONS WITH ARTISTS' WORK 
Pupils should be able to:	Show an increasing control of drawing media to produce a variety of marks, lines, textures and patterns.	Mix a variety of colours and know which primary colours make which secondary colours.	Demonstrate confidence with a range of simple printing techniques.	Use a variety of techniques reasonably confidently including, printing, dyeing, quilting, weaving, embroidery and applique over the Key Stage.	Demonstrate an increasing confidence in sculpture, modelling and construction.	Ideally experience working alongside an artist during the Key Stage.
	Experiment with different grades of pencil.	Show an increasing colour vocabulary, e.g. different kinds of a	Looking after materials and media, including	Name the tools, media and materials they have used.	Manipulate a variety of malleable media to	Visit museums, galleries and workshops to focus on particular artists,

		single colour (scarlet, crimson etc).	blocks, tiles, relief-prints etc.		explore shape, space and form.	looking at different works of art relevant to projects being undertaken.
	Make appropriate choices of media in their tasks.	Make colours lighter and darker by adding pigment. They should also know how to lighten water-colours by adding water.	Print using a variety of objects, for example, leaves, cotton-reels etc.	Develop their process skills, for example, stitching, cutting and joining.	Demonstrate a developing art vocabulary, using appropriate language to describe the process of making their work and any changes made.	Look at pictures and artefacts from a variety of cultures and periods in history to widen knowledge.
	Choose appropriately from a range of paper sizes.	Demonstrate increasing skills at matching colours to real objects and artefacts.	Talk about the processes used to produce a simple print, for example, a press-print.	Experiment with a range of media to create collage. They should be able to apply textured surfaces in a variety of ways – overlapping, layering – for effective use of space.	Join clay adequately and work reasonably independently, for example on thumb-pots.	Discuss works of art using an increasing art vocabulary.
	Show increasing knowledge and understanding through their use of a sketchbook, collecting images and information from different sources.	Show the appropriate use and maintenance of painting equipment.	Show increasing awareness of the visual elements in their own environment and in the work of textile artists and print-makers.	Realise good opportunities for collage work by recognising the presence of appropriate visual elements, for example texture, pattern, colour.	Construct a simple clay base for extending and modelling other shapes.	Make simple connections between their own work and that of other artists.
	Show an increasing ability to plan, alter and refine their drawings as necessary.	Name media and materials, for example, powder colour, sable-brush.		Talk about the work of textiles and collage artists, using vocabulary which includes the visual elements.	Cut and join wood safely and effectively.	Use an artist as the starting point for their own work.
	Collect and record visual information as part of a project.	Experiment with different effects and textures including blocking in colour, washes, thickened paint, drawing with paint etc.			Make a simple papier-mache object.	
	Draw an object from observation, for a sustained period of time, at their own level.	Use paint for a variety of purpose in different scales.			Make models using recycled materials and found objects.	

	Draw from imagination and memory using appropriate stimuli.	Work singly, in small or larger groups.			Choose the appropriate media for their task.	
	Use media to achieve variations in line, texture, tone and pattern.	Name some influential painters from a variety of backgrounds.			Talk about their work and that of other artists using an art vocabulary.	
	Discuss the work of other artists, using simple vocabulary.				Talk about some artists who have explored 3-D techniques.	