

Assessment sheet for: Art

Class: Year 3

Unit	WTS	EXS	GDS
<p>Aut 1/2 Unit title: Painting and Mixed Media – Prehistoric Art</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - Recognise the processes involved in creating prehistoric art - Explain approximately how many years ago prehistoric art was produced - Use simple shapes to build initial sketches - Create a large scale copy of a small sketch - Use charcoal to recreate the style of cave artists - Demonstrate good understanding of colour mixing with natural pigments - Discuss the differences between prehistoric and modern paint - Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures - Successfully make positive and negative handprints in a range of colours - Apply their knowledge of colour mixing to make natural colours 	<p><u>Key artistic skills</u></p> <p>Generating ideas:</p> <ul style="list-style-type: none"> - Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process <p>Using sketchbooks:</p> <ul style="list-style-type: none"> - Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process <p>Making skills:</p> <ul style="list-style-type: none"> - Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion - Confidently use a range of materials and tools, selecting and using these appropriately with more independence <p>Knowledge of artists:</p> <ul style="list-style-type: none"> - Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence - Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> - Confidently explain their ideas and opinions about their own and others’ artwork, with an understanding of the breadth of what art can be and that there are many ways to make art - Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate 	
<p>Spr 1/2 Unit title: Craft and Design – Fabric of Nature</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - Describe objects, images and sounds with relevant subject vocabulary - Create drawings that replicate a selected image - Select imagery and colours to create a mood board with a defined theme and colour palette - Complete four drawings, created with confident use of materials and tools to add colour - Understand the work of William Morris, using subject vocabulary to describe his work and style - Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it - Identify and explain where a pattern repeats - Follow instructions to create a repeating pattern, adding extra detail - Understand different methods of creating printed fabric in creative industries - Use sketchbooks to evaluate patterns - Produce ideas to illustrate products using their designs 	<p><u>Key artistic skills</u></p> <p>Generating ideas:</p> <ul style="list-style-type: none"> - Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome <p>Using sketchbooks:</p> <ul style="list-style-type: none"> - Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process <p>Making skills:</p> <ul style="list-style-type: none"> - Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects - Use growing knowledge of different materials, combining media for effect - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style <p>Knowledge of artists:</p> <ul style="list-style-type: none"> - Use subject vocabulary confidently to describe and compare creative works - Work as a professional designer does by collating ideas to generate a theme <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> - Use more complex vocabulary when discussing their own and others’ art - Evaluate their work more regularly and independently during the planning and making process 	

<p>Sum 1/2 Unit title: Drawing – Developing drawing skills</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - Use their observation skills to describe specific shapes, textures or patterns in objects. - Shade with a reasonable degree of accuracy and skill following the four shading rules. - Use mark marking to show texture and details. - Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. - Apply shading skills to show areas of light and dark (tone). - Apply line, shape and tone with digital tools. - Save and present digital artwork. - Use materials to create a design inspired by The Sun. 	<p><u>Key artistic skills</u></p> <p>Generating ideas:</p> <ul style="list-style-type: none"> - Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> - Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. <p>Making skills:</p> <ul style="list-style-type: none"> - Confidently using a range of materials and tools, selecting and using these appropriately with more independence. - Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> - Confidently explaining their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.
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