Kingsley Primary School

Year 3 - Art Knowledge Progression Sheet

	Georgio Morandi –Painting	Roman Mosaics/Collage	Roy Lichtenstein - Drawing
Prior Learning	- To know and understand that there are primary and secondary colours. - To know what colours to mix to make other colours. -Mix a range of secondary colours, shades and tones. -Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. -Name different types of paint and their properties. -Work on a range of scales e.g. large brush on large paper etc. -Mix and match colours using artefacts and objects.	- To know how to use a range of materials to create different textures.	-Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. -Use a sketchbook to gather and collect artwork. -Begin to explore the use of line, shape and colour -Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. -Understand the basic use of a sketchbook and work out ideas for drawings. -Draw for a sustained period from the figure and real objects, including single and grouped objects. -Experiment with the visual elements; line, shape, pattern and colour. -Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

Substantive Knowledge	-Mix a variety of colours and know which primary colours make secondary colours. -Use a developed colour vocabulary. - Know who Georgio Morandi is and what type of artist he was. -Be able to speak confidently about the works of Georgio Morandi.	-Name the tools and materials they have used. -Understand what a collage is and how this differs from other art forms.	- Know who Roy Lichtenstein is and what type of artist he was. -Be able to speak confidently about the works of Roy Lichtenstein.
Disciplinary Knowledge	-Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. -Question and make thoughtful observations about starting points and select ideas to use in their work. -Use their sketchbook to collect and record visual information from different sources. -Use different media to achieve variations in line, texture, tone, colour, shape and pattern. -Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. -Work confidently on a range of scales e.g. thin brush on small picture etc.	-Experiment with a range of media e.g. overlapping, layering etc. -Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. -Develop skills in cutting and joining.	-Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. -Experiment with different grades of pencil and other implements. -Plan, refine and alter their drawings as necessary. -Draw for a sustained period, at their own level. -Use their sketchbook to collect and record visual information from different sources.
Key Vocabulary	Still life, muted, colour palette, simplicity, domestic objects	Mosaic, images, layering, tesserae, pattern, bath house, mortar	Vibrant, colour, pattern, pop art, bold outline, dotted, striped