



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

Curriculum Map: Art and Design Year 3

	Autumn Paint and Collage	Spring Digital Art	Summer Mosaic
<p><b>Content</b> Declarative Knowledge 'I know'</p> <p><b>(Theoretical knowledge)</b> <b>(Disciplinary knowledge)</b></p>	<ul style="list-style-type: none"> <li>-I know that fauvism is the name applied to the artwork produced by Matisse (amongst other artists).</li> <li>-I know how Matisse used tools and techniques.</li> <li>-I know key themes and meaning in his work.</li> <li>-I know some similarities and differences between impressionism and fauvism.</li> <li>-I know the difference between an organic and geometric shape.</li> <li>-I know what gouache paint is.</li> <li>-I know the properties of gouache paint.</li> <li>-I know that art isn't always a one-step process. On many occasions, more than one-step is required to achieve the desired outcome.</li> <li>-I know that expressive (or abstract) art can be an expression of subjective emotions, inner experiences and spiritual themes as opposed to realistic depictions of people or nature.</li> </ul>	<ul style="list-style-type: none"> <li>-I know the tools and techniques that David Hockney uses.</li> <li>-I know the influence that lockdown (Covid-19 pandemic) had on Hockney's work and artistic processes.</li> <li>-I know how Hockney uses tools and techniques focusing on his most recent digital works.</li> <li>-I know key themes and meaning in his work.</li> <li>-I know how he uses digital tools to create paintings.</li> <li>-I know how his work has developed over time.</li> <li>-If a piece of art has been created using technology, does it still count as art?</li> </ul>	<ul style="list-style-type: none"> <li>-I know what a mosaic is.</li> <li>-I know the history of mosaic art.</li> <li>-I know how mosaics have changed over time.</li> <li>-I know what a geometric shape is.</li> <li>-I know how the Romans made mosaics and what they looked like. (Common features)</li> <li>-I know what a Roman mosaic pattern looks like and what would make a successful design.</li> </ul>



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<p><b>Skills</b> Procedural Knowledge 'I know how to'</p> <p><b>(Practical knowledge)</b></p>	<ul style="list-style-type: none"> <li>-I know how to mix gouache paint.</li> <li>-I know how to paint using gouache.</li> <li>-I know how to tear, overlap and layer to create images and represent textures.</li> <li>-I know how to arrange shapes appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>-I know how to use digital technology to create different types of brush techniques.</li> <li>-I know how to use digital technology to mix colours.</li> <li>-I know how to use digital technology to experiment with different effects and textures.</li> <li>-I know how to use software to create images and effects.</li> <li>-I know how to create shapes by making selections to cut, duplicate and repeat.</li> <li>-I know how to create lines by changing the size of brushes in response to ideas.</li> <li>-I know how to experiment with colours and texture using simple filters to manipulate and create images.</li> <li>-I know how to create shapes using eraser, shape and fill tools.</li> <li>-I know how to experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.</li> </ul>	<ul style="list-style-type: none"> <li>-I know how to create a pattern using repeating geometric shapes.</li> <li>-I know how to form a geometric shape using multiple tiles.</li> <li>-I know how to use the direct method of mosaic.</li> <li>-I know that there are different base materials that are used for different purposes.</li> <li>-I know the difference between grouting and polishing.</li> <li>-I know that there are different types of grout and polish and they create different effects.</li> <li>-I know how to grout.</li> <li>-I know how to polish.</li> <li>-I know the difference between the direct and indirect method of mosaic.</li> <li>-I know how to shape, form, model and construct using rigid materials.</li> <li>-I know how to plan and develop ideas, using methods of construction.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Abstract, fauve, fauvism, Henri Matisse, gouache, collage, cut, arrange, sort, mix, geometric, organic, portrait, overlap, layer,</p>	<p>Observation, observational, tool, technique, Hockney, digital technology, brush, mix, colour, effect, texture,</p>	<p>Land art, environment, transient, temporary, natural, nature, manipulate, sculpture, construct, installation, install,</p>



	texture, shapes, emotion, experience, spiritual themes, properties.	software, image, cut, duplicate, line, brush, filter, manipulate, eraser, special effects, stylus, Chromebook,	mandala, meditate, religion, Hindu, Buddhist.
<b>Key Questions</b>	<p>What is fauvism?</p> <p>How did the fauves express their ideas through art?</p> <p>How can I express my feelings and ideas through art?</p> <p>What is gouache paint?</p> <p>What tools and techniques did Matisse use?</p> <p>What is the difference between a geometric and organic shape?</p>	<p>Who is David Hockney?</p> <p>How has Hockney's art changed over time?</p> <p>If a piece of art has been created using digital technology, does it still count as art?</p> <p>How can I use digital technology to paint?</p> <p>How can I use digital technology to paint in the style of David Hockney?</p>	<p>What is a mosaic?</p> <p>How have mosaics changed over time?</p> <p>What is a geometric pattern?</p> <p>What is the difference between the direct and indirect method of mosaic?</p> <p>How should I finish my mosaic?</p>
<b>Assessment</b>	<p>-Use a final composition of a self-portrait using gouache paint in pupil's sketchbooks to identify which aspects of the curriculum learners have remembered and applied.</p> <p>Use a final composition of a collage on A3/A4 paper (not in sketchbooks) to identify which aspects of the curriculum learners have remembered and applied.</p>	<p>Provide children with the title of their 'exhibition' – The Arrival of Spring. Ask them to apply what they have learnt to design and paint an observational piece which links to the theme. They may choose to bring props from home, e.g. flowers or they could find their inspiration in school.</p>	<p>Apply learning, and personal choice, to create a mosaic of their own design, using either the direct or indirect method.</p>
	<p>-Maths – shape</p> <p>-Science – properties of materials</p>		<p>-Maths – shape, space and measure – geometric shapes.</p>

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<b>Cross Curricular Links/Character Education</b>			-Year 3 History – the impact of the Roman Empire. -Year 3 History – the Aztec civilisation -Year 4 History – Ancient Greeks
Spirituality: enjoyment/fascination of world around them, opportunities for reflection			