



Year 3 Progressions of Skills - Art

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work		Drawing: Developing Drawing Skills		Craft Design: Ancient Egyptian Scrolls		Sculpture and 3D: Abstract Shape and Space
Enrichment opportunities	Craftermoons with parents each term.					
Knowledge						
Pupils know:	Pattern: <ul style="list-style-type: none"> Patterns can be man-made (like a printed wallpaper) on natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns. Tone: <ul style="list-style-type: none"> That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. 		Line: <ul style="list-style-type: none"> Using different tools or using the same tool in different ways can create different types of lines. Pattern: <ul style="list-style-type: none"> Patterns can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). 		Shape: <ul style="list-style-type: none"> Negative shapes show the space around and between objects. Form: <ul style="list-style-type: none"> Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). 	



	<ul style="list-style-type: none"> • Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. <p>Texture:</p> <ul style="list-style-type: none"> • Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. <p>Shape:</p> <ul style="list-style-type: none"> • Artists can focus on shapes when making abstract art. <p>Form:</p> <ul style="list-style-type: none"> • Organic forms can be abstract. <p>Colour:</p> <ul style="list-style-type: none"> • Using light and dark colours next to each other creates contrast. 		
Skills			
Drawing	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Use shapes identified within objects as a method to draw. • Create tone by shading. • Achieve even tones when 		



	<p>shading.</p> <ul style="list-style-type: none">• Make texture rubbings.• Create art from textured paper.• Hold and use a pencil to shade.• Tear and shape paper.• Use paper shapes to create a drawing.• Use drawing tools to take a rubbing.• Make careful observations to accurately draw an object.• Create abstract compositions to draw more expressively. <p>So that they can:</p> <ul style="list-style-type: none">• Confidently use a range of materials and tools, selecting and using these appropriately with more independence.• Use hands and tools confidently to cut, shape and join materials for a purpose.• Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to		
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	communicate form and proportion.		
Craft and Design		<p>Pupils know how to:</p> <ul style="list-style-type: none">• That layering materials in opposite directions make the handmade paper stronger.• Use a sketchbook to research a subject using different techniques and materials to present ideas.• Construct a new paper material using paper, water and glue• Use symbols to reflect both literal and figurative ideas.• Produce and select an effective final design.• Make a scroll.• Make a zine.• Use a zine to present information. <p>So that they can:</p> <ul style="list-style-type: none">• Further demonstrate increased control with a greater range of media.• Make choices about which materials	



		<p>and techniques to use to create an effect.</p> <ul style="list-style-type: none">• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.• Confidently use a range of materials and tools, selecting and using these appropriately with more independence.• Use hands and tools confidently to cut, shape and join materials for a purpose.	
Sculpture and 3D			<p>Pupils know how to:</p> <ul style="list-style-type: none">• Join 2D shapes to make a 3D form.• Join larger pieces of materials, exploring what gives 3D shapes stability.• Shape card in different ways eg. rolling, folding and choosing the best way to recreate a drawn idea.• Identify and draw negative spaces.• Plan a sculpture by drawing.• Choose materials to scale up an idea.• Create different joins in card eg.



			<p>slot, tabs, Wrapping.</p> <ul style="list-style-type: none"> • Add surface detail to a sculpture using colour or texture. • Display sculpture. <p>So that they can:</p> <ul style="list-style-type: none"> • Confidently use a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
<p>Evaluating & Analysing</p>	<p>Pupils know the key questions:</p> <p>What is art?</p> <ul style="list-style-type: none"> • Artists make art in more than one way. • There are no rules about what art must be. • Art can be purely decorative or it can have a purpose. <p>Why do people make art?</p> <ul style="list-style-type: none"> • People use art to tell stories and communicate. • People can make art to express their views or beliefs. 		



- People make art for fun, and to make the world a nicer place to be.
- People use art to help explain or teach things.
- People make art to explore big ideas, like death or nature.

How do people talk about art?

- People can have their own opinions about art, and sometimes disagree.
- One artwork can have several meanings.

So they can:

- 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 the meaning and purpose of artwork, understanding how artists can use art to communicate.
- Begin to carry out a problem-solving process and make changes to improve their work.

Knowledge of Artists

Pupils know:

Meanings:

- Art from the past can give us clues about what it was like to live at that time.

Interpretation:

- The meanings we take from art made in the past are influenced by our own ideas.

Materials and Processes:

- Artists have different materials available to them depending on when they live in history.
- Artists can make their own tools.
- Artists experiment with different tools and materials to create texture.
- Artists can work in more than one medium.
- Artists make decisions about how their work will

So they can:

- 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.

- Consider how to display art work, understanding how artists consider their viewer and the impact on them.

Artists in this unit are:

- Edgar Degas
- Katie Daisy
- Sara Boccaccini Meadows.
- Dianne Sutherland
- Yellena James
- Dale Chihuly

- Robert Morris
- Anthony Caro
- Ruth Asawa
- Paul Hassel