Year 3 Aut 2 2026

Art and Design – Medium Term Plan

INTENT: What art and design do we want the children to remember/be able to do?

- Exploring and Developing Ideas - Create a cave type drawing using charcoal, watered-down poster paint washes
- D, P and M Media – Develop Skills in observational drawing, use of poster paint, and charcoal – explore the ways these can be combined to create a final piece.
- Evaluating and Deepening Work . Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them

NC Programme of Study

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- To learn about great artists, architects and designers in history.

Y3 – Drawing, Painting and Mixed Media Skills Progression

- Confidently use of a range of materials, using them with more independence.
- Know the differences and similarities between these materials and select which one is most suitable for the task they need.
- Draw with expression and begin to experiment with gestural and quick sketching.
- Developing drawing through further direct observation (from nature, their environment, still life or from photos they have taken), using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
- Develop their painting skills increasing control, & precision when painting detail, lines and edges of shapes.
- Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.
- Mix colours with greater accuracy and begin to consider how colours can be used expressively.
- Explore contrasting and complimentary colours.

Hook to Learning

Edgar Degas for Kids ! | Art History for Kids (youtube.com)

Cave paintings – Twinkl has some excellent resources

Artist Spotlight - Artist/Artisans/Style Period





Edgar Degas – 1834 - 1917

French artist - Edgar Degas was a French Impressionist artist famous for his pastel drawings and oil paintings. Degas also produced bronze sculptures, prints, and drawings. Degas is especially identified with the subject of dance; more than half of his works depict dancers. He developed a love of horse racing - Degas appreciated the movement of the horses and the colours of the jockeys' uniforms. He wanted to make his painting and charcoal drawings seem spontaneous as if he'd captured a passing moment.

Famous pieces – The Dance Class, Girl dancer at the barre

Impressionist Art – based on the practice of painting out of doors and spontaneously 'on the spot' rather than in a studio from sketches.

Other artists: Laura McKendrie – charcoal animals

Implementation – Drawing, Painting and Mixed Media

- Who is Edgar Degas? What is his style and technique? What emotions can you sense by the style of drawing? Children to annotate examples in books, class discussion; what can we see? Compare with animal sketches by McKendrie – similarities/differences in style/shading etc. Initial people/animal sketches of their own.
- **Process:** Intro cave art images. Discuss subject and materials used. Record likes and dislikes. **Materials and Techniques:** Create stick figures with stone age weapons using pencil/charcoal. Compare media – ease of use, effects that can be created (shading/smudging etc). Focus on quick, agile drawing, as if they are capturing the movement of something in front of them before it goes from view. How can we convey the movement/mood in a simple drawing (try stick figure drawing exercise from the Giacometti sculpture planning)
- **Colour Theory:** Research examples of cave art using iPads. Use sketch books to record observations of the different animals that homosapiens drew using charcoal. Create a backwash for cave art painting ready for next week. What colours were used? Discuss 'earthy tones' and the materials that cave men would have used to create them. **Materials and Techniques:** use crushed berries/fruits/veg (or maybe even soil/sand etc) to paint little samples in their sketch books.
- **Effects/Visual Lang/Emotions:** Draw Stone Age creatures and own handprints to create cave drawings on their backwash 'stone wall' paper. Explore what story you might tell – a successful hunt? A battle with another tribe?
- **Final piece**: Large scale cave drawing (frieze paper) that all the children can contribute to (ongoing while some children work on their individual pieces). Decide on the story and depict it, a bit like a comic strip, progressing along the paper.

AA 'Drawing like a caveman' blog

Vocabulary

Line
Movement
Backwash
Hue
Earthy
Natural
Outline
Horizontal – tell the story moving across the page
Confident
Powerful

Earth Tones



Prior Learning

Children should:

- Experiment with drawing using a greater range of materials (crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as pipe cleaners, wool, straws, cotton buds, feathers)
- Control pressure when using drawing implements to create lighter or darker tones and marks.
- Develop greater skill & control is evident when using the formal elements to draw, e.g. using simple lines & geometric shapes to create forms.
- Begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.
- Develop observational skills to look closely and reflect surface texture and pattern.
- Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes and painting equipment.
- Use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively.
- Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint
- Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.

Future Learning

Children will:

- Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.
- Practice drawing quick, light lines (sketching) & more deliberate, measured lines.
- Use growing knowledge of different drawing materials, combining media for effect.
- Demonstrate greater control over drawing tools to show awareness of proportion, scale and perspective, continuing to develop use of tone and more intricate mark making.
- Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)
- Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface.
- Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.
- Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects.
- Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting.

Golden Threads - Developing Schema Knowledge - Thinking like an artist – What did Edgar Degas do?

Process	Colour Theory	Media/Materials & Techniques	Effects	Visual Language & Emotions

Impact:

Reflect on and Evaluate Final Piece

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Process Loose sketching that focused on line and form. Sketches done quickly, as if to capture a moment or movement in time.	Colour Theory Use of strong pigments in conjunction with his reliance on soft, muted hues with contrasting values	Media and Materials / Techniques In his sketchy work he used pencil and charcoal. To paint, he would add oil painting.	Effects Captured figures in motion (dancers/ horses). Often single figures that sometimes suggest loneliness or simply capturing the beauty and softness of a moment.	Visual Language / Emotions What effect does Degas' colours have on his work? Complementary colours? Was this method effective? Look closely at all parts of the artwork - can we work out the emotions/symbolism/ messages?	End of unit final piece – self/peer/teacher evaluation • Vocabulary/definitions match • Retrieval – artist/style/colour theory/media/techniques • Brain Dump – personal thoughts - effects and visual language

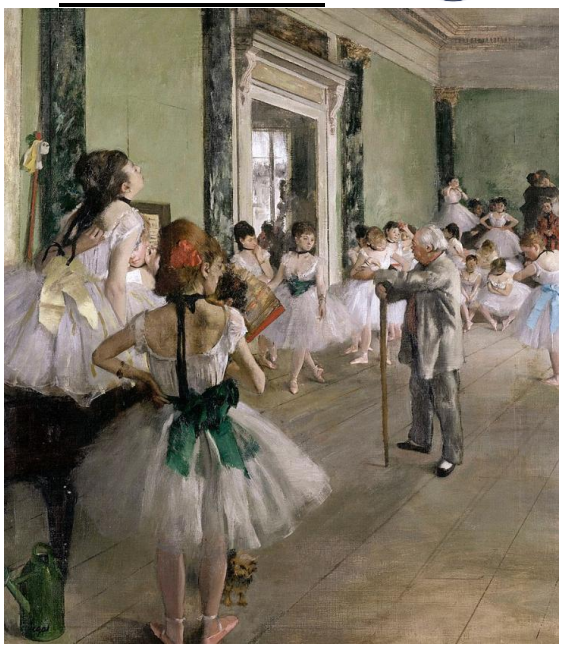






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The Dance Class