



# Art Success Criteria

## Year 3

Year 3	Term 1 – Recreating famous sculptures	
LO: I can make a clay sculpture, adding clay and combining it with other materials		✓
Learning from artists	I know the key features of some famous sculptors' work (e.g. Henry Moore, Barbara Hepworth)	
	I can respond to their work saying what I like best and why	
	I can replicate their work (Blu-tac modelling?)	
Getting ideas	I collect visual and other information about a sculptors' work in my art book	
	I analyse their work in my art book	
	I make sketches and designs in my art book	
Developing art skills	I can recreate my favourite sculpture using clay	
	I can add clay with tools	
	I can combine clay with other materials to create texture	
Evaluating	I can share my work (which bits are replicated? Which bits are inspired by)	

Year 3	Term 2 – Cave Paintings	
LO: I can create a painting inspired by prehistoric cave art		✓
Learning from artists	I understand and can identify key aspects of cave art	
	I can respond to different examples of cave art – stating preferences and comparing it	
Getting ideas	I can collect examples and related ideas in my art book to inspire me (visual)	
	I analyse the examples and make notes in my art book (e.g. about how artists have used paint and different techniques to produce pattern, colour, texture, tone, shape, space, form and line)	
	I make a number of sketches to base my work on	
	I annotate my sketches to explain my ideas	
Developing art skills	I can experiment with different tools and materials to create the effects I've studied (e.g. straw, twigs, sponge, mud, fingers)	
	I can mix my own paint from powder to re recreate colour pigments and textures (e.g. ochre, umber, charcoal)	
	I can experiment with alternative painting techniques e.g. blowing paint (using straws!?)	
	I paint my designs on rocks or stones or other objects for display	
Evaluating	I can explain what I like/dislike about my work	
	I can compare my work with others'	

Year 3		Term 3 – The Northern Lights
LO: I can mix pastels and paints to depict the Northern Lights		✓
Learning from artists	I can compare artists work (e.g. discussing their processes, techniques, tools and finished products)	
Getting ideas	I can collect examples and related ideas in my art book to inspire me (visual)	
	I analyse the examples and make notes in my art book (e.g. about the type of paint, colour combinations, backgrounds/paper, pastels and painting techniques used and their effects)	
	I experiment with, plan and record my ideas about colour combinations (florescent, wash, paper colour)	
	...about how to apply my paint/pastels (e.g. straight lines, arcs, fans, rainbows, plumes, vertical/horizontal) and what to do with it once it is on the paper (smudging, blending, etc.)	
	... about combining pastels and paints (E.g. deciding on order to use pastels/paint, allowing for and making use of drying time, etc.)	
Developing art skills	I create interesting effects combining paint and pastels	
	I use a silhouette to accentuate my work	
	My work looks like what I planned	
Evaluating	I can evaluate my work thoughtfully – which bits did/didn't turn out as planned?	

Year 3		Term 4 – Roman Mosaics
LO: I can use printing to create a Roman style mosaic		✓
Learning from artists	I know why mosaics were made and where they were found	
	I can study the subjects and themes the Romans used in their mosaics	
Getting ideas	I can collect images and other information about Roman mosaics in my art book to rework	
	I can rework the subjects and themes using printing	
	I can sketch and draw careful designs for my own mosaic	
Developing art skills	I can make my own printing blocks, experimenting with different materials	
	My prints are precise and even	
	I can build up layers of colours to make prints of 2 or more colours	
	I can create a border and central motif in my final mosaic	
Evaluating	I can say who my mosaic could have belonged to and why	

Year 3	Term 5 – Henri Rousseau's Jungle	
LO: I can create a mixed media jungle collage		✓
Learning from artists	I can study Henri Rousseau's work in detail	
	I recognise the effect of working in a single colour pallet	
	I can explain 3 key features of his work (E.g. simplistic, self-taught, surreal, unnatural colours, jungle scenes, 22 shades of green, influenced by 'high' and 'low' art, etc.)	
Getting ideas	I can collect images and information about the work of Henri Rousseau in my art book to inspire me	
	I can add other images to my collection to give me ideas (e.g. 'high/low' art - postcards, magazine adverts, book illustrations, other post impressionists work)	
Developing art skills	I can experiment with creating different shades and tones of green - including warm/cool, sharp/unnatural and apply this in my work	
	I can explore incorporating other materials in my painting (e.g. paper and card) to add layers for depth and perspective	
	I can create interest by adding details in vibrant colours (flowers, snakes, emerging tiger)	
Evaluating	I can compare what I did to what Henri Rousseau did	
	I can suggest reasons why Rousseau's contemporaries liked his work so much	

Year 3	Term 6 – Painting Rainbows	
LO: I can paint on water to make marbled rainbow art		✓
Getting ideas	I can investigate rainbows (arc/circle, caused by sunlight refracting, dispersing and reflecting light in tiny water droplets, 7 colour spectrum that makes white light)	
	I can talk about the mood and feelings associated with rainbows and their colours	
Learning from artists	I can watch artists at work	
	I can compare artists processes in detail (focus on the quantities, positions, shapes, speed and tools they use to paint on water)	
Developing art skills	I can experiment with adding paint to my marbling tray using different quantities, positions, shapes, speed, order and tools	
	I can move the paint around in the water to create interesting effects	
	I can use colours and shapes to express themes in nature - rainbows	
	I use colours and shape to create a mood	
	I can transfer my water painting on to paper	
Evaluating	I can evaluate my painting, explaining how I created the effects and what it makes me think of/feel.	