

ST HUGH'S CATHOLIC PRIMARY SCHOOL

ART PROGRESSION OF KNOWLEDGE & SKILLS – 3D and Sculpture

By the end of Key Stage 1 pupils will have had the opportunity to:	By the end of Lower Key Stage 2 pupils will have had the opportunity to:	By the end of Upper Key Stage 2 Pupils will have had the opportunity to:
<p>Learn and use a range of materials to design and make products including craft, weaving, etching, printmaking, collage, sculpture and clay.</p> <p>Learn about form and space through making sculptures and developing language. Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p> <p>Fold, tear, crumple and collage paper to transform it from 2d to 3d.</p> <p>Describe effects of manipulating paper and possible uses in future work</p> <p>Use hands and other tools to shape clay</p> <p>Develop sculpting and modelling skills using tools and other objects to create textures on clay</p> <p>Shape clay to make a pinch pot Use tools to etch a design</p> <p>Consider the work of practising artists and respond in a similar way</p>	<p>know what a sculpture is find out about a sculpture artist</p> <p>Develop an understanding of how sculptures can enhance the environment research and design a sculpture that is sympathetic with the school environment</p> <p>Draw objects using the sense of touch and sight</p> <p>Manipulate clay to form a sculpture using memory</p> <p>Select materials suitable for design Create form by packing and bind to keep in place</p> <p>Use materials such as recycled materials, paper weaving, sewing and other craft skills to design and make products.</p> <p>Use tools and material safely and creatively to make a recognisable object</p> <p>Create sculptures, and learn how to display and present work.</p> <p>Further develop their ability to describe 3D form in a range of materials, including</p>	<p>Know that artists embrace and use the things which make them who they are – their identity - culture, background, experiences, passions – and use these in their artwork.</p> <p>Understand that people are the sum of lots of different experiences, and that through art personal identity can be explored.</p> <p>Explore links between art, artefacts and identity.</p> <p>Explore ways to express their identity through artwork.</p> <p>Create a clay sculpture in the style of a known artist</p> <p>Understand that an armature is an interior framework which support a sculpture.</p> <p>Create and use an armature in own work to support a sculpture.</p> <p>Create mixed media art using found and reclaimed materials, select materials for a purpose.</p>

<p>Paint a design on clay in the style of a known ceramic artist.</p> <p>Challenge themselves to make their sculpture balance and stand.</p> <p>Choose and use a variety of materials to finish sculpture.</p> <p>Consider work and describe what has been successful.</p>	<p>drawing. Analyse and describe how artists use and apply form in their work.</p> <p>Modify and adapt sculpture as appropriate Develop work to create a desired effect.</p> <p>Create a finish that is both aesthetically pleasing and weatherproof</p> <p>Consider space and placement of objects when creating an installation.</p>	<p>Use previous learning and a range of materials to express and articulate a personal message through sculpture. Analyse and study artists' use of form.</p> <p>Portray emotion in portraiture Convey a message or emotion through sculpture by using tools and adding additional pieces of clay to build facial features</p> <p>Understand the concept of an art installation.</p> <p>Work collaboratively to plan a collective artwork within a theme</p> <p>Select materials appropriate for the design and chosen location of their completed work</p> <p>Work collaboratively, sharing ideas and discussing next steps to create a sculpture inspired by known artists.</p> <p>Work collaboratively to plan and install an art installation considering space and desired effect</p> <p>Finish work to a good standard using a variety of materials and techniques.</p>
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Sketchbooks		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Use sketchbooks with growing effect with the aid of teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p>	<p>Use sketchbooks to generate ideas and for planning and refining work, to record thoughts, observations and ideas and to develop skill and technique.</p> <p>Build on the understanding that the way each persons' sketchbook looks is unique to them and begin to develop their own style.</p>	<p>Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.</p> <p>Continue to develop their own personal style when using their sketchbooks by note taking, experimenting developing research pages.</p>
Evaluating and reflecting		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Describe what they feel about their artwork and the art of others and describe choices and preferences using the language of art.</p>	<p>Reflect on their own work and use their own and others opinion of their work to identify areas of improvement.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p>

Key Vocabulary		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Observational drawing, reference, sculpture, materials, technique, cut flatten, layer, layering, texture, pattern, rip, tear, 3 Dimensional, 2 Dimensional, crumple, fold, roll, shape, form smooth, clay, ceramic, tile, template, score, slip, repeating pattern, pinch pot, vessel, curved surface, collection, details, finish, result</p>	<p>memory, sensing, sensory, tactile, form, shape, texture, observe, observational, manipulate, carving, modelling, casting, continuous line, observation, angle, simplification, wire, pliers, tools, essence, finish, effect, embellishment, sculpture, sculptor, installation, environment, intention, purpose, packing, form, binding, modify, adapt, weatherproof, aesthetics,</p>	<p>sculpture, sculptor, renaissance, classical, modern, portrait, features, shading, pastel, halo technique, clay, armature, features, emotion, message, identity, culture, background, experiences, representation, expression, installation, bind, pack, frame, form, collaboration, embellishment</p>