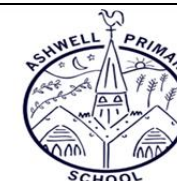


Ashwell Primary School

Art & Design Curriculum

Knowledge and Skills Organiser – Sculpture and 3D



Year 1 – Sculpture & 3D (Summer 2 – Paper Play)		Year 2 – Sculpture and 3D (Autumn 1 – Clay Houses)
Exploring Ideas	<ul style="list-style-type: none"> Explore their own ideas using a range of media. 	<ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli; exploring different media and techniques.
Sketchbooks	<ul style="list-style-type: none"> Use sketchbooks to explore ideas in an open-ended way. 	<ul style="list-style-type: none"> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Making Skills	<ul style="list-style-type: none"> Use their hands to manipulate a range of modelling materials, including paper and card. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen. 	<ul style="list-style-type: none"> Develop understanding of sculpture to construct and model and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.
Knowledge of artists	<ul style="list-style-type: none"> Enjoy looking at art talking about art. 	<ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Make links between pieces of artwork they explore.
Evaluating and analysing	<ul style="list-style-type: none"> Talk about their artwork, stating what they feel they did well. 	<ul style="list-style-type: none"> Explain their ideas and opinions about their own and other's artwork, giving reasons. Begin to talk about how they could improve their own work.

Year 3 – Sculpture & 3D (Spring 1 – Abstract Shape & Space)		Year 4 – Sculpture & 3D (Autumn 2 – Mega Materials)
Generating Ideas	<ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and carry out simple research & evaluation as part of the making process. 	<ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.
Sketchbooks	<ul style="list-style-type: none"> Use sketchbooks for a wider range of purposes, for example recording things using drawings and annotations, planning and taking next steps in a making process. 	<ul style="list-style-type: none"> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.
Making Skills	<ul style="list-style-type: none"> Plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick and fold). Experiment with combining found objects and recyclable materials to create sculpture. 	<ul style="list-style-type: none"> Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.
Knowledge of artists	<ul style="list-style-type: none"> Use subject vocabulary to describe and compare creative works. Use own experiences of techniques and making processes to explain how art works may have been made. 	<ul style="list-style-type: none"> Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.
Evaluating and analysing	<ul style="list-style-type: none"> Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as a part of the problem-solving process and make changes to improve their work. 	<ul style="list-style-type: none"> Build a more complex vocabulary when discussing their own art & the art of others. Evaluate their work more regularly and independently during the planning and making process.

Year 5 – Sculpture and 3D (Autumn 2 – Interactive Installation)		Year 6 – Sculpture and 3D (Summer 2 – Making Memories)
Generating Ideas	<ul style="list-style-type: none"> ▪ Develop ideas more independently from their own research. ▪ Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. 	<ul style="list-style-type: none"> ▪ Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	<ul style="list-style-type: none"> ▪ Confidently use sketchbooks for purposes including recording observations and research. ▪ Use sketchbooks to record the testing of materials and work towards an outcome more independently. 	<ul style="list-style-type: none"> ▪ Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making Skills	<ul style="list-style-type: none"> ▪ Investigate how scale, display location and interactive elements impact 3D art. ▪ Plan a 3D artwork to communicate a concept, developing and idea in 2D into three-dimensions. ▪ Persevere when constructions are challenging and work to problem solve more independently. 	<ul style="list-style-type: none"> ▪ Use personal plans and ideas to design and construct more complex sculptures and 3D forms. ▪ Combine materials and techniques appropriately to fit with ideas. ▪ Confidently problem-solve, edit and refine to create desired effects and end results.
Knowledge of artists	<ul style="list-style-type: none"> ▪ Research and discuss the ideas and approaches of artists across a variety of disciplines. ▪ Describe how the cultural and historical context may have influenced their creative work. 	<ul style="list-style-type: none"> ▪ Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines. ▪ Describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	<ul style="list-style-type: none"> ▪ Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. ▪ Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<ul style="list-style-type: none"> ▪ Give reasoned evaluations of their own work and the work of others which takes into account the context and intention. ▪ Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.