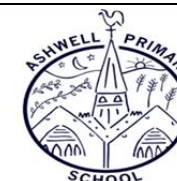


Ashwell Primary School
Art & Design Curriculum
Knowledge and Skills Organiser – Sculpture and 3D



	EYFS: Reception Creation Station	Year 1 – Sculpture & 3D Paper Play	Year 2 – Sculpture and 3D Clay Houses
Methods, techniques, media and materials	<ul style="list-style-type: none"> ▪ Explore the properties of clay. ▪ Use modelling tools to cut and shape soft materials eg. playdough, clay. ▪ Select and arrange natural materials to make 3D artworks. ▪ Talk about colour, shape and texture and explain their choices. ▪ Plan ideas for what they would like to make. ▪ Problem-solve and try out solutions when using modelling materials. ▪ Develop 3D models by adding colour. 	<ul style="list-style-type: none"> ▪ Roll and fold paper. ▪ Cut shapes from paper and card. ▪ Cut and glue paper to make 3D structures. ▪ Decide the best way to glue something. ▪ Create a variety of shapes in paper, eg spiral, zig-zag. ▪ Make larger structures using newspaper rolls. 	<ul style="list-style-type: none"> ▪ Smooth and flatten clay. ▪ Roll clay into a cylinder or ball. ▪ Make different surface marks in clay. ▪ Make a clay pinch pot. ▪ Mix clay slip using clay and water. ▪ Join two clay pieces using slip. ▪ Make a relief clay sculpture. ▪ Use hands in different ways as a tool to manipulate clay. ▪ Use clay tools to score clay.
So that they can:	<ul style="list-style-type: none"> ▪ Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. ▪ Cut, thread, join and manipulate materials safely, focussing on process over outcome. ▪ Begin to develop observational skills (for example, by using mirrors to include the main features of faces.) 	<ul style="list-style-type: none"> ▪ Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. ▪ Explore and analyse a wider variety of ways to join and fix materials in place. 	<ul style="list-style-type: none"> ▪ Further demonstrate increased control with a greater range of media. ▪ Make choices about which materials and techniques to use to create an effect. ▪ Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. ▪ Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.

	Year 3 – Sculpture & 3D Abstract Shape & Space	*Year 4 – Sculpture & 3D Mega Materials
Methods, techniques, media and materials	<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 choose 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. slot, tabs, wrapping. ▪ Add surface detail to a sculpture using colour or texture. ▪ Display sculpture. 	<ul style="list-style-type: none"> ▪ Core learning only, Lessons 1, 2 and/or 5)
So that they can:	<ul style="list-style-type: none"> ▪ Confidently use of 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. 	<ul style="list-style-type: none"> ▪ Core learning only, Lessons 1, 2 and/or 5)

	Year 5 – Sculpture and 3D Interactive Installation	Year 6 – Sculpture and 3D Making Memories
Methods, techniques, media and materials	<ul style="list-style-type: none"> ▪ Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. ▪ Try out ideas on a small scale to assess their effect. ▪ Use everyday objects to form a sculpture. ▪ Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. ▪ Try out ideas for making a sculpture interactive. ▪ Plan an installation proposal, making choices about light, sound and display. 	<ul style="list-style-type: none"> ▪ Translate a 2D image into a 3D form. ▪ Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). ▪ Manipulate cardboard to create different textures. ▪ Make a cardboard relief sculpture. ▪ Make visual notes to generate ideas for a final piece. ▪ Translate ideas into sculptural forms.
So that they can:	<ul style="list-style-type: none"> ▪ Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. ▪ Combine a wider range of media, eg photography and digital art effects. ▪ Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. 	<ul style="list-style-type: none"> ▪ Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. ▪ Combine materials and techniques appropriately to fit with ideas. ▪ Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.