



ART & DESIGN SKILLS (3D / SCULPTURE)



Phase1	Nursery	Reception	Year 1
Skills	<ul style="list-style-type: none"> • Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. 	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. • Compose and decompose shapes so that children recognise a shape can have other shapes within it • Select, rotate and manipulate shapes to develop spatial reasoning skills • Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> • Experiment with malleable media such as clay, papier mache, salt dough, modroc. • Shape, model and manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Manipulate materials to achieve a planned effect. • Experiment with simple decoration techniques: impressed, painted, and applied. • Use tools and equipment safely. • Use a sketchbook to plan simple ideas.
Knowledge and Understanding	<ul style="list-style-type: none"> • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Use one-handed tools and equipment • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. 	<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills 	<ul style="list-style-type: none"> • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. • Make links between artists and their own work including techniques used. <p>Suggested artists: Henry Moore, Aardman Animations, Cultural decorative techniques</p>

Phase2	Year 2	Year 3
Skills	<ul style="list-style-type: none"> • Use equipment and media with increasing confidence. • Shape, form, construct and model from observation and imagination. • Explore carving as a form of 3D art. • Demonstrate experience in surface patterns/ textures and use them when appropriate. • Use a sketchbook to plan and develop simple ideas and in making simple informed choices in media. 	<ul style="list-style-type: none"> • Use equipment and media with confidence. Learn to secure work to continue at a later date. • Join two or more parts successfully. • Construct a simple base for extending and modelling other shapes. • Begin to use varied techniques such as pinching and slabbing when using clay and malleable materials. • Produce more intricate surface patterns/ textures and use them when appropriate. • Begin to understand the benefits in creating a maquette (scale model or rough draft of an unfinished piece) in the planning stages. • Use a sketchbook to plan, collect and develop ideas. To record media explorations as well as try out ideas.
Knowledge and Understanding	<ul style="list-style-type: none"> • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. • Discuss own work and others work, expressing thoughts and feelings. • Identify changes they might make or how their work could be developed further. <p>Suggested artists: Richard Long, Jeff Koons, Yuken Teruya</p>	<ul style="list-style-type: none"> • Use language appropriate to skill and technique. • Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work. • Express thoughts and feelings on artwork, using knowledge and understanding of artists and techniques. <p>Suggested artists: Antony Gormley, Hiroshi Fuji, Tom Deininger</p>

Phase3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Model over an armature such as a newspaper frame for modroc. • Become more confident using a range of techniques such as pinching, slabbing and coiling when using clay and malleable materials. • Adapt work as and when necessary and explain why. • Use a marquette during planning stages as appropriate. • Use sketchbooks to collect and record visual information from different sources. Begin to plan structural ideas in addition to decorative. Collect source material for future works. 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Gain experience in modelling over an armature: newspaper frame for modroc. • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understanding of different ways of finishing work: glaze, paint, polish • Adapt work as and when necessary and explain why (including through the use of a marquette). • Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture and for decorative purposes. 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Work around armatures or over constructed foundations. • Model and develop work through a combination of pinch, slab, and coil. • Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. • Adapt and solve problems as they occur and explain why (including through the use of a marquette). • Recognise and reflect upon sculptural forms in the environment: Furniture, buildings. • Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture and for decoration. Annotate work in sketchbook.

<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> • Use language appropriate to skill and technique. • Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • Begin to explore a range of great artists, architects and designers in history. <p>Suggested artists: Giacomo Balla, Alexander Calder</p>	<ul style="list-style-type: none"> • Use language appropriate to skill and technique. • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them. <p>Suggested artists: George Segal, Christo Vladimirov Javacheff, Jean Shin</p>	<ul style="list-style-type: none"> • Use language appropriate to skill and technique. • Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. • Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them. <p>Suggested artists: Ai Weiwei, Louise Bourgeois</p>
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National Curriculum Aims:

- Produce creative, individual work, exploring their ideas and recording experiences
- Evaluate and analyse creative works using the language of art, craft and design

National Curriculum Subject Content Key Stage 1:

- Develop a range of techniques when working with 3D materials
- Use a range of materials and techniques to share ideas, experiences and imagination
- Discuss the work of artists and note differences and similarities between artworks

National Curriculum Subject Content Key Stage 2

- Develop a range of techniques, understand and explain why they have used a technique
- Use a range of materials and techniques to share ideas, experiences and imagination
- Discuss the work of artists, architects and designers in history and how they have influences other artworks

Early Years

- Develop artistic and cultural awareness
- Explore and play with a wide range of media and materials
- Communicate and develop self-expression through the Arts