

## Danson Primary School- Art and Design – Sculpture & 3D

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Generating Ideas</b>	<ul style="list-style-type: none"> <li>I can explore and play with clay and playdough to make child-led creations.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore my own ideas using a range of media.</li> </ul>	<ul style="list-style-type: none"> <li>I begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>I can generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</li> </ul>	<ul style="list-style-type: none"> <li>I can generate ideas from a range of stimuli.</li> <li>I can use research and evaluation of techniques to develop my ideas and plan more purposefully for an outcome.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop ideas more independently from my own research.</li> <li>I can explore and record my plans, ideas and evaluations to develop my ideas towards an outcome.</li> </ul>	<ul style="list-style-type: none"> <li>I can draw upon my experience of creative work and my research to develop my own starting points for creative outcomes.</li> </ul>
<b>Sketchbooks</b>	N/A	<ul style="list-style-type: none"> <li>I can use sketchbooks to explore ideas in an open-ended way.</li> </ul>	<ul style="list-style-type: none"> <li>I can experiment in sketchbooks, using drawing to record ideas.</li> <li>I can use sketchbooks to help make decisions about what to try out next.</li> </ul>	<ul style="list-style-type: none"> <li>I can use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</li> </ul>	<ul style="list-style-type: none"> <li>I can use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</li> </ul>	<ul style="list-style-type: none"> <li>I can confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</li> </ul>
<b>Making skills (including formal elements)</b>	<ul style="list-style-type: none"> <li>I can push, pull and twist a range of modelling materials to affect the shape.</li> <li>I can create child-led 3D forms from natural materials.</li> <li>I can join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</li> </ul>	<ul style="list-style-type: none"> <li>I can use my hands to manipulate a range of modelling materials, including paper and card.</li> <li>I can explore how to join and fix materials in place.</li> <li>I can create 3D forms to make things from their imagination or recreate things they have seen.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop an understanding of sculpture to construct and model simple forms.</li> <li>I can use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>I can use basic skills for shaping and joining clay, including exploring surface texture.</li> </ul>	<ul style="list-style-type: none"> <li>I can plan and think through the making process to create 3D forms using a range of materials.</li> <li>I can shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).</li> <li>I can experiment with combining found objects and recyclable material to create sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire.</li> <li>I can show an understanding of appropriate finish and present work to a good standard.</li> <li>I can respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.</li> </ul>	<ul style="list-style-type: none"> <li>I can investigate how scale, display location and interactive elements impact 3D art.</li> <li>I can plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.</li> <li>I can persevere when constructions are challenging and work to problem solve more independently.</li> </ul>	<ul style="list-style-type: none"> <li>I can use personal plans and ideas to design and construct more complex sculptures and 3D forms.</li> <li>I can combine materials and techniques appropriately to fit with ideas.</li> <li>I can confidently problem-solve, edit and refine to create desired effects and end results.</li> </ul>
<b>Knowledge of Artists</b>	<ul style="list-style-type: none"> <li>I enjoy looking at and begin talking about art.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe similarities and differences between practices in Art and design, e.g. between painting and sculpture,</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about art I have seen using some appropriate subject vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>I can use subject vocabulary to describe and compare creative works.</li> </ul>	<ul style="list-style-type: none"> <li>I can use subject vocabulary confidently to describe and</li> </ul>	<ul style="list-style-type: none"> <li>I can research and discuss the ideas and approaches of artists across a variety of disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines.</li> </ul>

		and link these to my own work.	<ul style="list-style-type: none"> <li>I can make links between pieces of art.</li> </ul>	<ul style="list-style-type: none"> <li>I can use my own experiences to explain how art works may have been made.</li> </ul>	<p>compare creative works.</p> <ul style="list-style-type: none"> <li>I can use my own experiences of techniques and making processes to explain how art works may have been made.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how the cultural and historical context may have influenced artists' creative artwork.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how the cultural and historical context may have influenced artists' creative work.</li> </ul>
<b>Evaluating and Analysing</b>	<ul style="list-style-type: none"> <li>I can talk about my artwork, stating what I feel I did well.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe and compare features of my own and other's artwork.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain my ideas and opinions about my own and other's artwork, giving reasons.</li> <li>I can begin to talk about how I could improve my own work.</li> </ul>	<ul style="list-style-type: none"> <li>I can confidently explain my ideas and opinions about my own and other's artwork, giving reasons.</li> <li>I can use sketchbooks as part of the problem-solving process and make changes to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to use a more complex vocabulary when discussing their own and others' art.</li> <li>I can evaluate their work more regularly and independently during the planning and making process.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</li> <li>I can use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work.</li> </ul>	<ul style="list-style-type: none"> <li>I can give reasoned evaluations of my own and others work which takes account of context and intention.</li> <li>I can independently use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work.</li> </ul>
<b>Vocabulary</b>	3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet	Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine	Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing	Proportion, scaled up, Sketch, Smudging, Texture, Composition, Tone	Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving	Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three-dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive	Assemblage, Attribute, Collection, Composition, Embedded, Expression, Identity, Juxtaposition, Literal, Manipulate, Originality, Pitfall, Relief, Representation, Sculpture, Self, Symbolic, Tradition
<b>National Curriculum</b>	<p><b>Development Matters Reception</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>Early Learning Goals</b> Share their creations, explaining the process they have used.</p>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>To learn about 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.</li> </ul>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.'</li> <li>To know about great artists, architects and designers in history.</li> </ul>				