



SCULPTURE AND 3D

	Reception	Year 1	Year 2	Year 3	Year 5	Year 6
Methods, techniques, media and materials	Pupils know how to...					
	<ul style="list-style-type: none"> ● Explore the properties of clay. ● Use modelling tools to cut and shape soft materials e.g., 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, e.g., 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. 	<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 e.g., 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 e.g., slot, tabs, wrapping. ● Add surface detail to a sculpture using colour or texture. ● Display sculpture. 	<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.

St. Joseph's R.C. Primary School
Art and Design Progression of Skills and Knowledge



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. 	<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"> ● 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, e.g., 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.
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Please note: not all year groups are included for each separate element due to our **combined and condensed curriculum.**