KNOWLEDGE ORGANISERS YEAR 5

Badgers - Summer 2- Curriculum Plan

English

In English, we will be using the picture book the Whale to create a film pitch as well as writing letters and learning about speech.
Then we will be looking at the novel Resist by Tom Palmer to write an autobiography of
Audrey Hepburn.

RE

Our RE Topic is titled 'What matters most to Humanists and Christians? This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life.

Artists

As artists we will become sculptors and Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meanings.

Science

We are focusing on Forcese looking gravity, the effects of air resistance, water resistance and friction;; and finally, they learn how to recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

Musicians

We will be moving on to looking at rhythm and looking for patterns in music. The children will be composers of their own pieces.

Maths

In Badgers, we will be focussing on using our knwoeldge in different areas of the curriculum such as shape and volume.
We will continue to practice our arithmetic through morning starters.

History

In History we are going to look at Unheard Histories: Who should go on the £10 banknote? where children will study different historical figures and using historical interpretation decide who should go on the banknote.

PSHE

The children will learn about economic wellbeing. They will develop an understaning of income and expenditure as well as borrowing. We will be looking at different careers and considering different routes.

Computing

We will be delving into the world of AI. We will be exploring AI and how it generates text, images and codes, as well as learning about creating and refining prompts to improve AI.

French

The Badgers will be learning about clothes. They will be using previous learning on colours to develop into simple conversations

English

Year 6 Recount

What should I already know?

- Be able to write a range of recounts e.g. write up of events, letter, biography, diary etc.
- Include an introduction including the 5ws
- Understand chronology
- Write in paragraphs
- Use detailed and technical vocabulary

What will I know by the end of the unit?

- Be able to write a range of recounts e.g. write up of events, letter, biography, diary etc.
- Use sequential words
- Write in chronological order
- Recounts are written in past tense
- Be able to write recounts in first and third person
- Use quotations
- Link the last line with the introduction
- To be able to include all appropriate requirements from the year 6 banding sheet for writing

Diagrams/WAGOLL

The Best Holiday...Ever!

Last week, my family and I embarked upon our three-hour journey to Blackpool. We were visiting my Auntie Sue and Uncle Paul, who had just had a baby.

Halfway into the journey, we stopped at the service station. To my surprise, Mum said we could choose whatever we wanted for lunch; I went for ham, egg and chips. The journey was long but I had fun in the back of the car, telling jokes to my brother.

We arrived at the house just before 1pm. As Dad parked up, I felt like I could burst with excitement as I remembered that I was about to meet baby Eva for the first time. I jumped out of the car and rang the doorbell three times (just to make sure that they had heard me). I was the first to have a cuddle with Eva; she felt so tiny and warm. She didn't do much but she was incredibly cute. After meeting Eva, it was time to unpack.

Later on, Uncle Paul told us that he'd booked a table at a new seafood restaurant on the sea front. I ordered fish and chips and ate every last morsel as they were the best I'd ever tasted. As we left, the waiter gave me a keyring for cleaning my plate - it had the picture of a smiling shark on it.

Next, we had a stroll along the beach as it was a warm evening. I spotted other children having fun on the sand, I heard jazzy music coming from the amusements and I could smell candy floss.

The following day, Mum and Dad took us to the beach. We paddled in the chilly sea, built a few impressive sandcastles, ate chocolate ice cream and buried Mum's legs in the sand so that she couldn't move. Back at the house, I fell asleep watching a DVD. Mum said all the fresh air must have tired me out, but I think it was all the digging.

The day before we returned home, it was Eva's christening at the nearby church. Before we left the house, Dad explained to me that a christening is a very important religious occasion for Christians. The church was very old and music played as we went inside. Eva wore a beautiful white dress as it was her special day. Everyone else dressed up for the occasion too; Dad even wore a tie! Eva cried really loudly when the vicar poured water over her head but Uncle Paul managed to calm her down. I think I cheered her up by pulling funny faces. After the christening, we went back to Auntie Sue and Uncle Paul's house for a celebration barbecue. I ate three sausages, some tomato salad and a beef burger, finishing off with some of Eva's christening cake. Her cake was white and sitting on top of it were yellow alphabet blocks, which spelled out her name. I was really pleased when I put the first piece of cake in my mouth and realised that it was lemon drizzle flavour. It was a sweltering afternoon, so Auntie Sue filled up the paddling pool. My brother and I had loads of fun getting completely wet through, until one of the godparents tripped up and fell in. I laughed so much that I felt like my sides were going to split!

The next day, it felt hard to say goodbye. As we drove away in the car, I waved to Eva. The beach, the weather, the food, and most of all, being with my family, had made it the best holiday ever.

Vocabulary

Recount	It tells us something that has happened
Chronological order	In time order
Tense	Past tense – happened already Present – happening now Future – will happen Past progressive – was happening Present progressive – is happening Future progressive – will be happening Present perfect –has happened Past perfect – had happened
Non-Fiction	Real, true
Third person	He, she
First person	Me, I
Time conjunctions (sequential words)	Showing passing of time
Quotations	Speech or reported speech from another source
Clauses	Main clause – makes sense in its own Subordinate clause – doesn't make sense on its own

Recount writing Skills

- Write in full sentences
- Improve punctuation
- Produce well recounts

Year 6 Biography

What should I already know?

- Use an introduction that summarises the main events of the person's life
- Information about the key events in the person's life in chronological paragraphs
- To include specific facts about achievements, influences etc
- Know that biographies are past tense
- That biographies are written in third person
- A conclusion about how they are/will be remembered

What will I know by the end of the unit?

- An introduction that summaries the main events of the person's life.
- Information about the key events in the person's life in chronological order
- Specific facts about achievements, influences and significant people
- Use past tense
- Use third person
- Include their feelings about different points and events in their life
- Include quotes from the person themselves or other key people in their life
- Include a conclusion about how they are/will be remembered
- Write a range of well-structured biographies
- To be able to include all appropriate requirements from the year 6 banding sheet for writing

Diagrams/WAGOLL

Tom Daley

Wow! Who is that figure twirling through the air high above the swimming pool, and what is he all about? Read on and find out...

Introduction

British diver Tom Daley has represented his country in many competitions worldwide, including three Olympic Games. He specialises in platform dives - both as a solo athlete and in synchronised events.

Family and Early Life

Thomas Robert Daley was born in Plymouth on 21st May 1994. His father, Rob, trained as an electrician while his mother (Debbie) was a housewife. Tom is their eldest child: his two brothers, William and Ben, are three and five years younger than him. Tom attended local schools and, despite his education being interrupted by competitions, he still achieved great exam results at his secondary school.

Sporting Beginnings

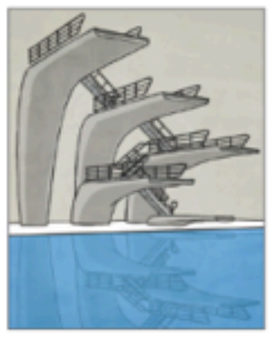
Having learned to swim at the age of four, Tom then began diving lessons at his local pool aged seven. Although, he was also keen on other sports including judo. He was soon spotted by diving coach Andy Banks, who became his trainer when Tom was eight years old. From that age onwards, Tom was part of an increasingly intensive training regime – including regular lessons and training camps in other cities. He has admitted that he found being away from home very difficult as a young child, and when Tom was placed in a competitive squad and began travelling to diving events, his father decided he would give up his job and accompany Tom on the road; had he not been there, Tom might not have become so successful.

First Signs of a Star

Only one month after his tenth birthday, Tom became the youngest-ever winner of the under-18 platform competition in the National Junior Championships. Unfortunately, despite the fact he had met the tough qualification standard for the 2006 Commonwealth Games, Tom couldn't be selected for the England team at that time since he wasn't old enough. However, later in 2005 at the British Championships, he did become the under-18 champion in 10m platform and 3m springboard.

Family Tragedy

Sadly, Tom's biggest supporter – his father – was diagnosed with a brain tumour when Tom was only 12. He died in 2011. Tom was devastated by the loss and has credited his dad with making him the person he is today.



Poster Boy

In the lead-up to the London 2012 Olympic Games, Tom was one of the British athletes promoting the Games around the country. He won a bronze medal in the individual 10m dive (which he dedicated to his late father) but unfortunately finished 4th in the synchronised event.

After the success of the 2012 Games, Tom returned to training and school, studying hard for his exams. He became a celebrity supporter of ChildLine, a children's helpline run by the NSPCC, and revealed that he had been bullied earlier in his schooldays. Because of this, Tom's parents moved him to a new school; he was much happier there.

Competition success continued meanwhile, and in 2016, Tom was selected for the Rio Olympics. He was hugely disappointed not to win a medal in the individual event but that was partly forgotten when he and partner Daniel Goodfellow won bronze in the synchronised 10m dive.

Dedicated Sportsman

Even at that point, aged only 22, Tom was already regarded as a 'veteran' athlete, and is seen as an inspiration for young sports fans across the United Kingdom. His determination and willingness to train incredibly hard make him an excellent role model. As Tom says, "Oh, you have to want it more than anything. It has to be the biggest thing in your life – otherwise why would you do it?"

Vocabulary

Title	The name of the piece of work.
Heading	Another name for title.
Sub-heading	Smaller titles in the piece of writing which gives the reader information about that piece of text.
introduction	Gives the reader a small piece of information about the text.
chronological	In time order
achievements	Things that someone has accomplished
biography	Written account of someone's life
summary	A brief statement about the main points
Paragraph	A distinct section of writing, dealing with one theme/subject
facts	True events
Past tense	Happened in the past often verbs end in 'ed'
Third person	He,she, they
Conclusion	The end of a text

Biography writing Skills

- Research/gather facts about the topic
- Write in full sentences
- Improve punctuation
- Produce well written biographies

Maths

Statistics — Knowledge Organiser

Key Vocabulary

- axis
- continuous data
- horizontal
- data
- interpret
- label
- line graph
- maximum value
- minimum value
- pattern
- predict
- relationship
- represent
- scale
- survey
- table
- tally
- timetable
- vertical
- x-axis
- y-axis

Reading and Understanding Tables

A table to show ticket prices at a local cinema.

Ticket Type	Weekday Price	Weekend Price
Adult	£6	£7.50
Child	£4	£4.50
Student	£5.50	£6

In order to understand the data presented in a table, you must read the **table's title** and the **headings**. Remember to always look at the heading that **each piece of information** falls under.

Completing Tables

Here is a table showing the favourite drink flavours of some children.

	Boys	Girls	Total
Orange	8		18
Blackcurrant		6	
Total	15		

To find how many boys voted for blackcurrant, look at the total number of boys who voted and subtract the number of votes for orange.

To find how many girls voted for orange, look at the total number of votes for orange and subtract the number of votes from boys.

To find the total number of votes for blackcurrant, the total number of girls or the total number of voters, simply add up the values from the appropriate row or column.

Timetables

Here is a bus timetable:

Bus stop locations	Three different buses		
Mill Road	0726		0842
High Street	0729	0803	
Pitsmoor Road	0759	0833	
Fulwood	0845	0919	0946

The bus starts at this time and location.

The bus does not stop here.

The bus terminates at this time and location.

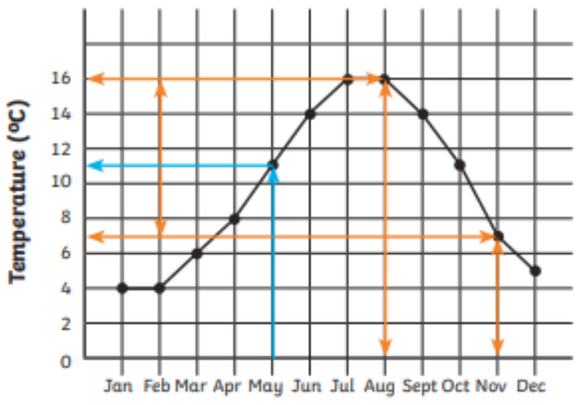
Statistics — Knowledge Organiser

Read and Interpret Line Graphs

Here is a line graph showing the average temperature for each month.

The y-axis shows temperature in intervals of 2°C on a scale of 0°C to 16°C.

The points show the average temperature for each month.



The x-axis shows the months of the year.

Use Line Graphs to Solve Problems

To find the average temperature in May, follow the arrow up from May and across to the temperature. As this is halfway between 10°C and 12°C, the average temperature in May is 11°C.

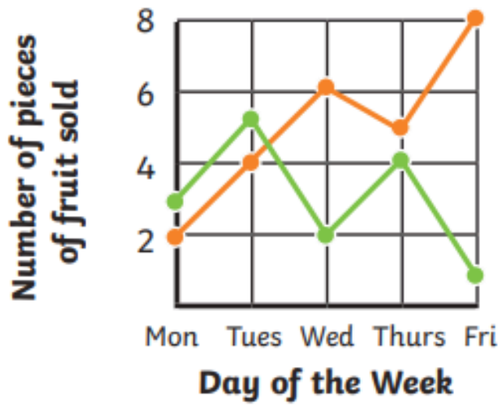
To find the difference between the average temperatures in August and in November, find the temperature for each month and calculate the difference between the two. The shape of the line graph can show how the temperature changed. he average temperature falls 9°C from August to November.

Draw Line Graphs

Here is a table showing the number of different types of fruit sold each day.

	Bananas	Apples
Mon	2	3
Tues	4	5
Wed	6	2
Thurs	5	4
Fri	8	1

This graph can be used to represent the data from the table.



Mark each point for the number of bananas sold each day and join each point with a line.

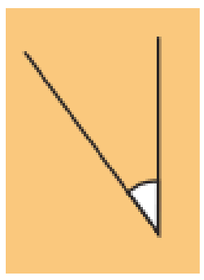
Mark each point for the number of apples sold each day and join each point with a line.

Properties of Shapes — Knowledge Organiser

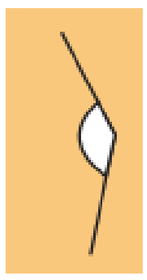
Key Vocabulary

- angle
- right angle
- acute
- obtuse
- reflex
- protractor
- horizontal
- vertical
- parallel
- perpendicular
- polygon
- regular
- irregular
- two-dimensional
- three-dimensional
- flat face
- curved surface
- edge
- curved edge
- vertex
- vertices
- apex
- radius
- diameter
- circumference

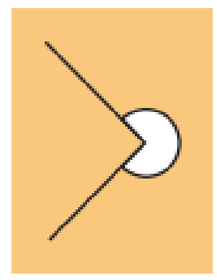
Angle Types



Acute Angles
Any angle that measures less than 90° is called an **acute** angle.

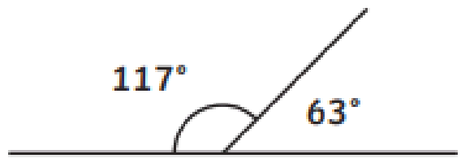


Obtuse Angles
Any angle that measures greater than 90° and less than 180° is called an **obtuse** angle.

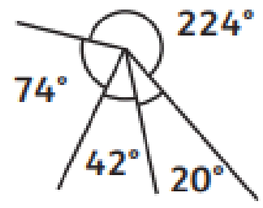


Reflex Angles
Any angle that measures greater than 180° is called a **reflex** angle.

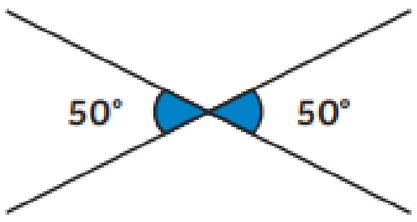
Calculating Angles

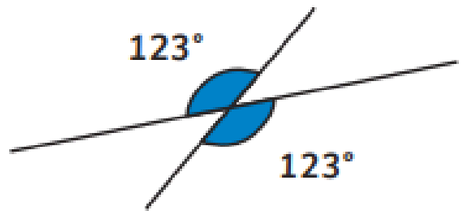


Angles on a straight line always total 180°.

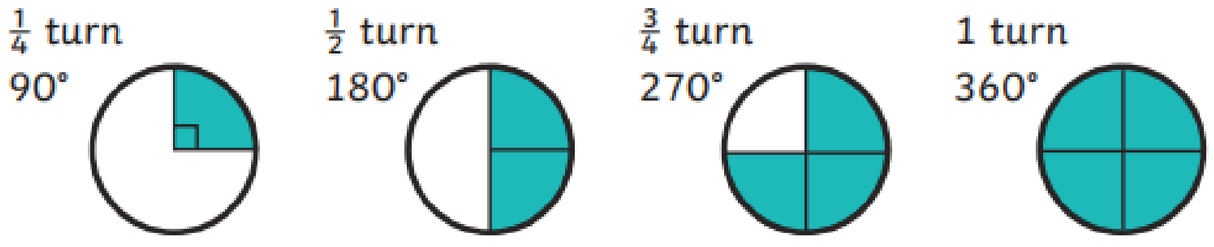


Angles around a point always total 360°.



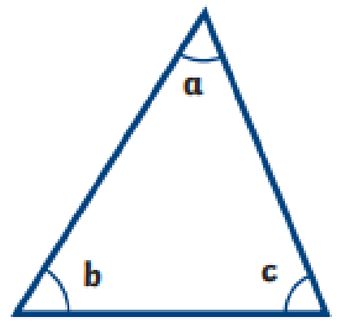


Opposite angles that share a vertex are equal.



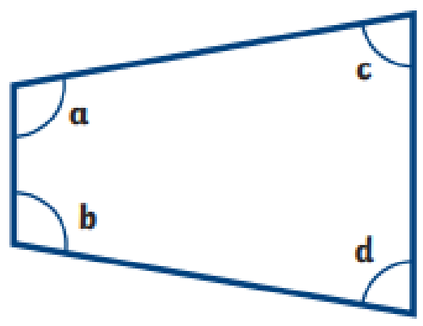
Multiples of 90° can be used as descriptions of a turn.

Angles in a Triangle



a + b + c = 180°

Angles in a Quadrilateral



a + b + c + d = 360°

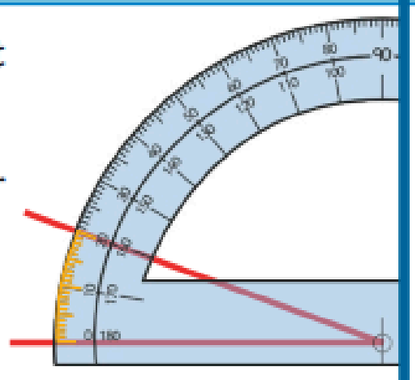
Properties of Shapes — Knowledge Organiser

Using a Protractor

Place the cross or circle at the point of the angle you are measuring.

Read from the zero on the outer scale of your protractor.

Count the degree lines carefully.

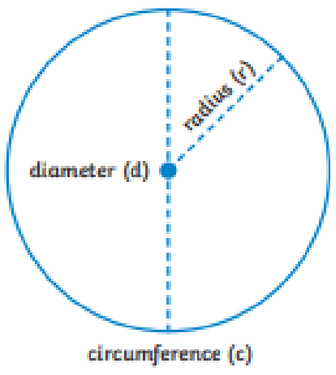


Parts of Circles

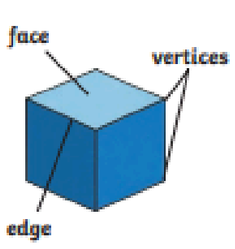
A circle is a 2D shape. The perimeter of a circle is called the **circumference** (c). The distance across the circle, passing through the centre, is called the **diameter** (d).

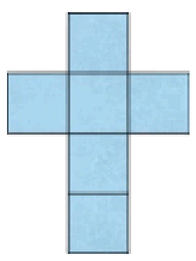
The distance from the centre of the circle to the circumference is called the **radius** (r).

$r \times 2 = d$ $\quad \frac{d}{2} = r$



Nets of 3D Shapes





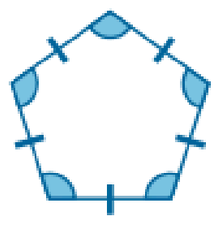
A shape net shows which 2D shapes can be folded and joined to make a 3D shape. When you are drawing a net, or solving a problem involving a shape net, think carefully about where the edges of the faces meet.

Angles in Regular Polygons

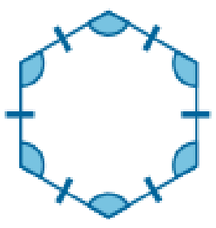
As the number of sides of a polygon increases by one, the total of the interior angles increases by 180°. When n = number of sides, this formula can be used to find the size of each angle in a **regular polygon**:

Sum of Interior Angles = (n − 2) × 180°

Each Angle = $\frac{(n - 2) \times 180^\circ}{n}$



Pentagon
n = 5
(5 - 2) × 180° = 540°
540° ÷ 5 = 108°

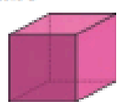
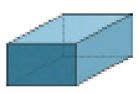


Hexagon
n = 6
(6 - 2) × 180° = 720°
720° ÷ 6 = 120°

Properties of 3D Shapes

3D shapes have three dimensions – **length**, **width** and **depth**.

A **polyhedron** is a 3D shape with flat faces. Spheres, cylinders and cones are not polyhedrons as they have curved surfaces.

Cube  6 square faces, 12 edges, 8 vertices	**Tetrahedron**  4 triangular faces, 6 edges, 4 vertices	**Sphere**  1 curved surface, 0 edges, 0 vertices
Cuboid  6 faces, 12 edges, 8 vertices	**Octahedron**  8 faces, 12 edges, 6 vertices	**Triangular prism**  5 faces, 9 edges, 6 vertices
Square-based pyramid  5 faces, 8 edges, 5 vertices	**Cone**  1 circular face, 1 curved surface, 1 curved edge, 1 apex	**Cylinder**  2 circular faces, 1 curved surface, 2 curved edges, 0 vertices

Science

Year 5: Forces
Knowledge Organiser

Careers connected to this unit: physicist, mechanical engineer, naval engineer, aerospace engineer

PHYS

Lesson Sequence


1. Explore gravity and the life and work of Isaac Newton


2. Examine the connection between air resistance and parachutes


3. Explore factors which affect water resistance


4. Investigate the effects of friction on different surfaces


5. Investigate mechanisms – levers and pulleys

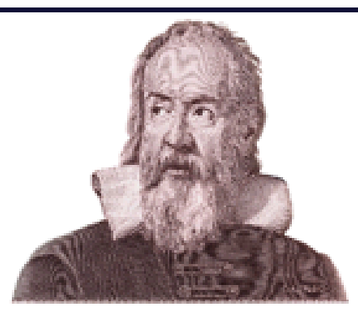

6. Investigate mechanisms - gears

Forces in action

Mass and Weight

The mass of an object is how much matter it is made of and can be measured in grams/kilograms.

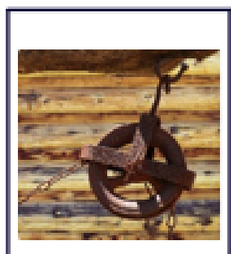
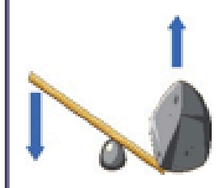
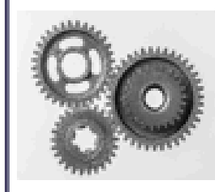
Weight is how much gravitational force is needed to pull an object and is measured in Newtons.



Galileo Galilei conducted experiments to test mass and the speed things fall.

Sir Isaac Newton developed the theory of gravity.

Mechanisms

	**Pulleys** A pulley is a wheel over which a belt, rope, or chain is pulled to lift or lower a heavy object.
	**Levers** Levers are a bar that rotates around a point. They make it easier to lift a heavy load.
	**Gears/Cogs** Gears are toothed wheels that mesh together. They rotate in opposite directions.

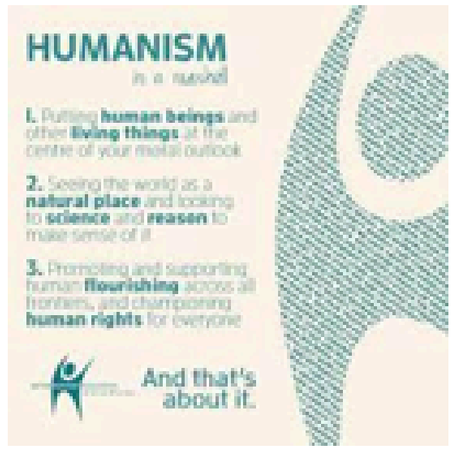
Rocket Words

gravity	The force which draws objects towards the centre of a planet, or other body
air resistance	friction which acts between the air and another object
parachute	a device, usually made from cloth, designed to create air resistance and slow the descent
water resistance	friction which acts on an object as it moves through water
streamlined	an object that is shaped to travel through air or water with as little resistance as possible
friction	a force that slows down or stops objects when two materials rub against each other
Newton	the international metric unit of force
lever	a long arm that rests on a support called a fulcrum
pulley	a wheel over which a belt, rope, or chain is pulled to lift or lower a heavy object
gear	a toothed wheel that engages with at least one other gear in order to change the speed or direction of motion

Being a Humanist: UKS2 Knowledge Mat (U2.10 Y5)

RE

Subject Specific Vocabulary	
Humanism	A philosophy or way of thinking about the world. It is a set of ethics or ideas about how people should live and act.
Humanist	A person who follows the principles of Humanism.
Beliefs	A state of mind in which trust/confidence is placed in some one or some thing.
Atheism	Absence of/having no belief.
Morals	Standards of behaviour: knowing what is right and wrong.
Values	Beliefs of a person in which they have an emotional investment, for example: honesty.



Sticky Knowledge- What matters most to Humanists and Christians?

❑ Humanist are one group of non-religious people.

❑ Most humanists would agree with the ideas below:

- There are no supernatural beings.
- The material universe is the only thing that exists.
- **Science** provides the only reliable source of knowledge about this universe.
- We only live this life - there is no after-life, and no such thing as reincarnation.
- Human beings can live ethical and fulfilling lives without religious beliefs.
- Human beings derive their moral code from the lessons of history, personal experience, and thought.

History

History - Unheard histories: Who should go on the £10.00 banknote?

1

alliance*	People, countries or groups that share certain goals and agree to work together.
historically significant	A person, event, place or idea that is considered important.
Jane Austen	An 18th century English novelist.
John William Turner	An English painter known for his landscapes and use of colour.
legacy*	Activities or ideas involved in making decisions for a country, city or group.
politics*	A fixed idea about a type of person.
shortlist	A list of people competing for an award or competition.
society*	A group of individuals living together in a community.
Winston Churchill	The British Prime Minister during WW2.

The 5 R's criteria'

A method for evaluating the historical significance of a person or event.

- **Remembered** - a person or event that was important to the memory of a group of people.
- **Revealed** - a person or event that reveals aspects of the past.
- **Remarked** - a person or event that was reported on at the time and later.
- **Resonates** - a person or event that has connected to experiences, beliefs or attitudes across time and place.
- **Resulted** - a person or event that created change and had consequences for the future.

Betty Boothroyd (1929-2023) was a Labour MP (Member of Parliament) for West Bromwich from 1973 to 2000. In 1992, she became the very first woman Speaker of the House of Commons—a big job in Parliament—and stayed in that role until 2000.

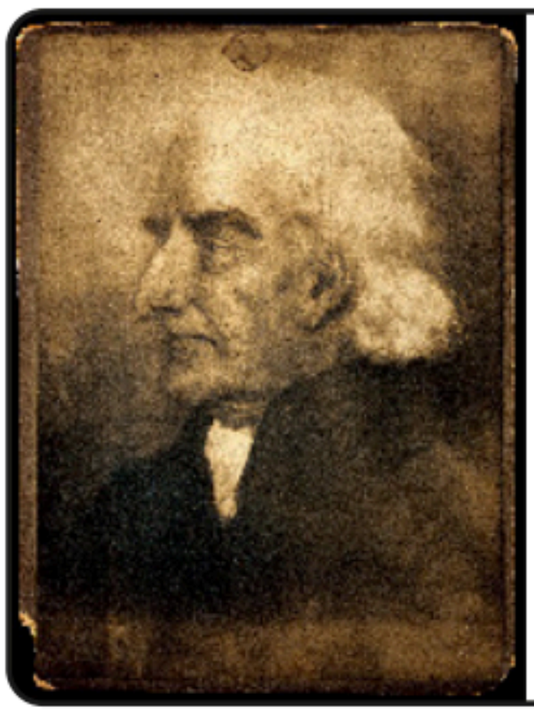
Credit: ColourNews / Alamy Stock Photo

Lily Parr (1905-1978) was an English footballer from St Helens, Lancashire. She was famous for her powerful shots and scored almost 1,000 goals in her career. At the time, the Football Association banned women's football but Lily still played and showed that women could excel at the sport.

Credit: Gordon Marino / Alamy Stock Photo

Betty Snowball (1909-1989) was an English cricketer who played for the England women's team. She held the record for the most runs scored in one match for 50 years and it is still the highest score by an English woman. After she stopped playing professionally, she taught cricket and mathematics in Herefordshire.

Credit: History and Art Collection / Alamy Stock Photo



William Tuke (1732-1822) was a Quaker (a member of a Christian group) and businessman who wanted to help people with mental health needs. In 1796, he opened a hospital in York called The Retreat. It offered kinder treatment, including better living conditions, healthier food and chances for patients to learn new skills.

Credit: Well/BOT / Alamy Stock Photo

Credit: Chronicle / Alamy Stock Photo

Ellen Wilkinson (1891-1947) was a Labour Party politician who served as an MP for Middlesborough East (1924-1931) and Jarrow (1935-1947). She strongly supported women's rights, including equal pay. She was only the second woman to hold a top government position (called the Cabinet) and helped raise the school leaving age to 15. Ellen also took part in the 'Jarrow Crusade,' where 200 unemployed men marched from Jarrow in northeast England to London to protest unemployment and poverty.

Credit: Science History Images / Alamy Stock Photo

Mary Seacole (1805-1881) was a British-Jamaican nurse and businesswoman, best known for her work during the Crimean War. She set up the 'British Hotel' near the battlefield to provide food, comfort and care for sick, wounded and recovering British soldiers. Mary Seacole also ventured onto the battlefield to treat wounded soldiers directly, earning respect for her bravery and compassion.

French

Les vêtements

phonics

é
sound in:
• écharpe

e
sound in:
• chemise

eau
sound in:
• manteau

&

silent letters

There are many last consonant silent letters in French. The final letters 'ts' are silent in the word '*gants*'.

vocabulary

15 items of clothing & their indefinite articles/determiners.

grammar

To understand better the role of gender in the choice of articles/determiners.

un
Singular determiner 'a/an' for masculine nouns

une
Singular determiner 'a/an' for feminine nouns

des
Plural determiner 'some' for masculine and feminine nouns

Une jupe verte.

Spelling of the colour (adjective) changes in French depending on the gender of the noun.

1st person conjugation of high frequency verbs.

Je porte *I wear*

What I will learn:

- ☐ Objective 1: I will learn to recognise and recall 10 nouns for items of clothing in French with their articles/determiners.
- ☐ Objective 2: I will learn to recognise and recall 5 more nouns for items of clothing in French with their articles/determiners.
- ☐ Objective 3: I will learn to describe what I am wearing in French using 10 different colours and the verb '**je porte**…' *(I wear)* with the conjunction '**et**' *(and)*.
- ☐ Objective 4: I will understand more about the changes involved in adjectival agreement in French when describing items of clothing by colour.
- ☐ Objective 5: I will use all my new knowledge to describe what I wear at school, at home, in summer and in winter in French.

Les vêtements


un T-shirt


un pull


un manteau


un pantalon


un short

une chemise


une robe


une jupe


une casquette


une écharpe


des gants


des chaussettes


des chaussures


des baskets


des lunettes de soleil


bleu


noir


vert


gris


violet


blanc


rouge


jaune


orange


marron

Computing

Computing - Exploring AI

AI	Artificial intelligence is the technology that enables machines to think and learn like humans.
AI-generated text	Written content produced by artificial intelligence.
AI-generated image	Images produced by artificial intelligence.
applications	The ways in which technology or software is used to perform tasks.
authenticity	Being genuine or real.
ethical	Related to what is right and wrong.
implications	The possible effects or results of an action.
modify	To change or alter something.
prompt	An instruction that gives an action or response.
refine	To improve or make something more precise.
trained	Conditioned or taught to perform a task or behave in a certain way through practice or instruction.

Examples of AI in everyday life

Virtual assistants

AI sets reminders, answers questions and plays music using voice commands.

Recommendation systems

AI suggests movies and videos based on what a user likes.

Smartphone features

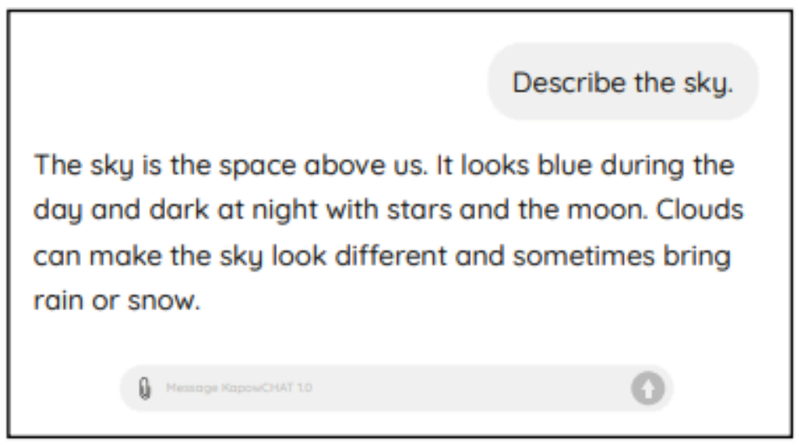
AI corrects spelling and understands voice commands.

Self-checkout machines at supermarkets

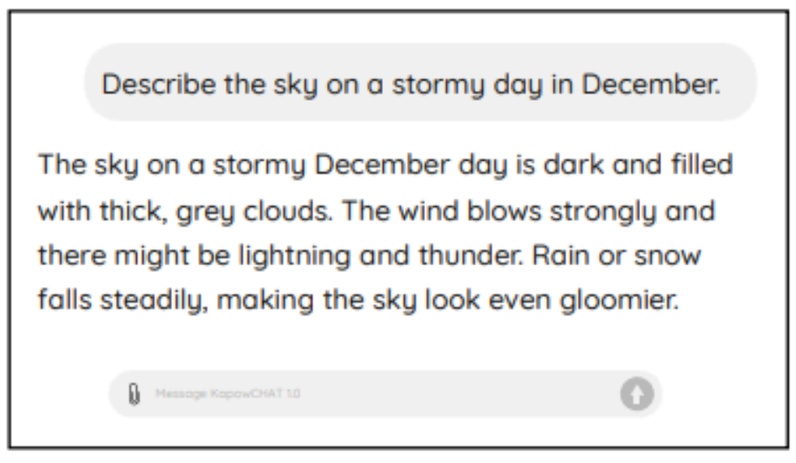
AI scans items and allows payment without a cashier.

AI generated text

This is an example of AI-generated text. A prompt is a question or statement given to the AI and the AI creates text based on it.

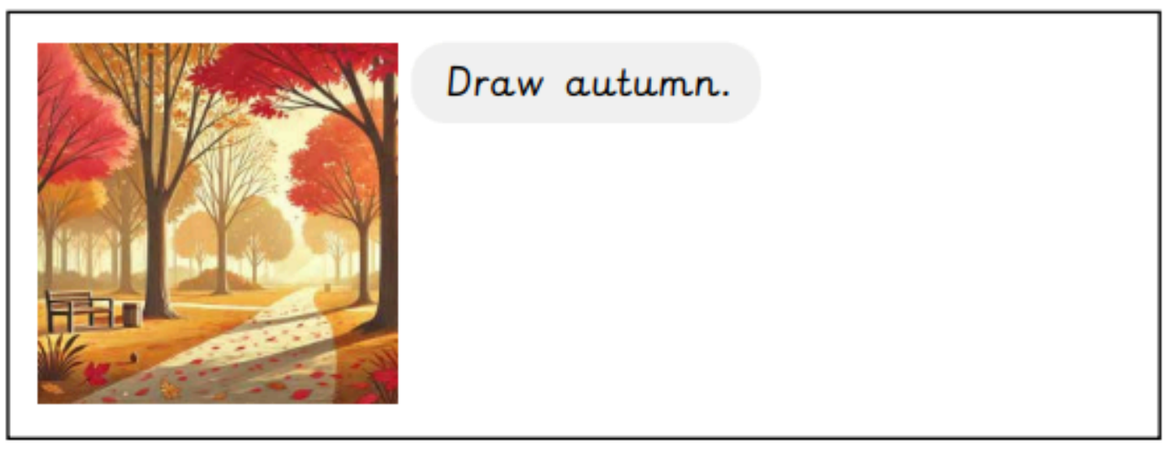


Refining and adding specific details to prompts can result in a more accurate and detailed response.



AI generated images

This is an example of an AI-generated image. A prompt is given to the AI and the AI creates an image based on it. The prompt below gives the AI a basic idea of what to draw but lacks details.



This prompt adds specific details that help the AI understand exactly what to include, making the picture more interesting.

Art

Year 6 - Sculpture and 3D

abstract	When something doesn't necessarily look like it does in real-life.
assemblage	A 3-dimensional collage of collected or made items.
composition	Putting different elements together in a pleasing way.
literal	When something is represented exactly as it is.
manipulate	To change how a material looks by handling or using tools.
memory	Something remembered from the past.
relief	In art, refers to artwork that projects from a solid base.
sculpture	Three dimensional art made by carving, modelling, casting or constructing.

Artists

Joseph Cornell

Cornell made 3D art from found objects with personal meaning assembled in a box. He was one of the first artists to create 'Assemblage' art.

Assemblage in the style of Cornell.

- Louise Nevelson
- Joseph Cornell
- Judith Scott
- Yinka Shonibare
- Nicola Anthony
- Louise Bourgeois
- Romare Bearden

Sculpture and 3D art can be...