

Art and Design Progression of Skills: Sculpture and 3D

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Foxes** | | **Squirrels** | | | **Badgers** | |
| **Year 1** | **Year 2** | | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Generating Ideas** | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes |
| **Sketchbooks** | Use sketchbooks to explore ideas in an open-ended way. | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. | | 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. | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| **Making Skills (Including Formal Elements)** | Use their hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they have seen. | Develop understanding of 3D forms to construct and model simple forms using a range of materials.  Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.  Develop basic skills for shaping and joining clay, including exploring surface texture.. | | Able to plan and think through the making process to create 3D forms using a range of materials.  Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).  Experiment with combining found objects and recyclable material to create sculpture. | Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.  Show an understanding of appropriate finish and present work to a good standard.  Respond to a stimulus and begin to make choices about materials used to work in 3D. | Investigate scale when creating forms in three dimensions.  Explore a greater range of materials to create 3D forms e.g. wire and found materials  Plan a sculpture, developing an idea in 2D into a three-dimensional piece. Persevere when constructions are challenging and work to problem solve more independently | Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results. |
| **Knowledge of Artists** | Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. | | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. | Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. |
| **Analysing and Evaluating** | Describe and compare features of their own and other’s art work. | Explain their ideas and opinions about their own and other’s art work, giving reasons.  Begin to talk about how they could improve their own work. | | Confidently explain their ideas and opinions about their own and other’s art work, giving reasons.  Use sketchbooks as part of the problem-solving process and make changes to improve their work. | Build a more complex vocabulary when discussing their own and others’ art.  Evaluate their work more regularly and independently during the planning and making process. | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |