Art progression – Sculpture

Knowledge						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
- To know that you can use a range of natural and man-made materials to create sculptures (e.g. play dough, clay, plasticine, junk materials etc). - To know that you can manipulate the dough/soft materials using your fingers. - To know that you can make marks in dough/soft materials using tools. - To know that Hamish Mackie is a British sculptor. - To know that Hamish Mackie creates sculptors of wildlife and animals.	- To know that you can use rolling, pinching and kneading to create different shapes with salt/play dough. - To know that you can shape and model materials to create/represent an object. - To know that you can decorate a sculpture to add detail to it. - To know that Andy Goldsworthy is an English sculptor. - To know that Andy Goldsworthy uses natural, found materials for his sculptures. - To know that due to his sculptures being natural, Andy Goldsworthy photographs his sculptures.	- To know that shapes, patterns and textures can be formed in clay using a variety of different equipment. - To know that clay can be carved and manipulated to create a relief sculpture as a form of 3D art. - To know that a slip uses water to join pieces of clay together. - To know that Michelangelo was a sculptor and painter from Italy. - To know that Michelangelo painted the ceiling of the Sistine Chapel in Rome at the request of the Pope with illustrations relating to scriptures in the Bible.	-To know that rigid materials can be used to create sculpture. -To know that sculpture is a form of 3D art. -To know free standing sculptures need a base in which to stand. - To know that two parts of a sculpture can be joined successfully using resources such as glue or tape. -To know that sculptures can be created using recycled, man-made or natural materials. -To know that Michelle Reader is a midlands sculptor. - To know that Michelle Reader uses recycled, natural, man-made unusual materials in her sculptures.	- To know that 'pinching' is a technique which involves squeezing clay using fingers and thumbs to shape and thin. - To know that the 'slab' technique involves beginning with a thin smooth piece of clay which is then shaped by hand or around a mould. - To know that the 'coil' technique involves creating a long roll of clay which is then coiled around to build a structure. - To know that more intricate patterns and textures can be created in clay using tools. - To know that Peter Voulkos was a designer from America. - To know that Peter Voulkos used freely-formed construction, and aggressive and energetic	- To know that art can represent key historical events and times. - To know that an armature is a framework around which a sculpture is created. - To know that wire frames can be used to provide the support needed for a model or sculpture. - To know that there are different 'finishing' techniques to make a piece of art more appealing. - To know that Antony Gormley is a British sculptor. - To know that Antony Gormley uses armatures to create some of his sculptures.	-To know that an armature is a frame used to support a sculpture. -To know that a variety of materials can be wrapped around an armature to create a sculpture. -To know that relief sculpture uses a frame. -To know that free-standing sculpture is not attached to a frame or background and can be seen from all sides. -To know that Jean Dubuffet was a French painter and sculptor. -To know that Jean Dubuffet specialised in large scale sculptures.

				decoration in his pottery designs.		
Skills						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Birth to three years - Develop manipulation and control. - Explore different materials and tools. - Explore materials with different properties. - Explore natural materials, indoors and outside. - Explore different materials, using all their senses to investigate them. - Manipulate and play with different materials. **3 and 4 year olds** - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use all their senses in hands-on exploration of natural materials. - Join different materials and explore different textures. **Children in Reception** - Develop their small motor skills so that they can use a range of tools competently, safely and	-To experiment with a variety of natural materials such as pine cones, twigs, leaves etc. -To shape and model natural materials to create a final piece of sculpture. -To use tools, equipment and materials safely and in the correct way. ***Summary:*** *natural materials*	-To experiment with a range of equipment to mould, carve and create texture in clay. - To use a sketchbook to plan simple ideas. -To choose appropriate equipment and techniques to create a relief sculpture in clay. -To explore carving and relief in clay as a form of 3D art. -To make a slip to join two pieces of clay. -To impress and apply simple decoration techniques: impressed, painted, applied ***Summary:*** *sculpt from observation and imagination, pattern, slip and joining, decoration*	-To use rigid materials to create sculpture. -To join two parts of a sculpture successfully. -To construct a simple base for extending and modelling other shapes. - To use recycled, natural and man-made materials to create sculptures. -To continue to explore different materials and sculptures as a form of 3D art. -To use a sketchbook to plan, develop ideas. -To use appropriate language to explain how a sculpture is being developed. ***Summary:*** *rigid materials, joining, recycled, natural and man-made materials, bases,*	-To produce larger clay sculptures using pinch/ slab/ coil techniques. -To produce more intricate surface patterns/ textures and use them when appropriate. -To use sketchbooks to collect and record visual information from different sources as well as planning and trying out ideas, for future works. -To adapt work as and when necessary. -To use language appropriate to skill and technique. ***Summary:*** *pinch, slab and coil techniques, bold and intricate pattern. texture and design, making adaptations*	-To develop understanding of different ways of finishing work: glaze, paint. -To gain experience in modelling over a framework (armature) eg. metal frame for modroc. -To use sketchbooks to plan a sculpture through drawing and other preparatory work including plans for any necessary joints. -To adapt work as and when necessary and explain why. -To use language appropriate to skill and technique ***Summary:*** *mod-roc, sculpt over frameworks, finishing, making and explaining necessary adaptations*	- To work around armatures or over constructed foundations. -To demonstrate experience in the understanding of different ways of finishing work: glaze, paint through making and explaining own choices. -To develop knowledge of relief and freestanding work using a range of media. -To use sketchbooks to collect and record visual information from different sources and use the book to plan how to join parts of the sculpture. -To evaluate own sculpting on an on-going basis and solve problems as they occur. - To use language appropriate to skill and technique ***Summary:*** *sculpt with different materials over frameworks, choice in finishing, freestanding /relief sculpture, on-going problem solving and adaptations.*

confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Explore the natural world around them.						

Possible artists: : Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre