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| **Happiness Responsibility Friendship Respect Courage** | | |
| **Art – Sculpture and 3D, Craft and Design** | | |
|  | **Year 1 – Paper Play** | **Year 2 - Clay** |
| **N.C.** | **Knowledge and Skills** | **Knowledge and Skills** |
| 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. |
| 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. |
| Making skills (including formal elements) | **EYFS: Previous knowledge and Skills**  I can use natural objects to make a piece of art  **Form:**  Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three-dimensional art is called sculpture.  **Shape**:  Know that paper can be shaped by cutting and folding it.  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. | **EYFS: Previous knowledge/skills**  Can use techniques such as pinching and rolling when using mouldable materials e.g., clay and dough.  **Form:**  Know that pieces of clay can be joined using the ‘scratch and slip’ technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.  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. |
| 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. |
| Evaluate and Analyse | Describe and compare features of their own and other’s artwork. | 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. |

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| **Happiness Responsibility Friendship Respect Courage** | | |
| **Art – Sculpture and 3D, Craft and Design** | | |
|  | **Year 3 - Abstract Shape and Space** | **Year 4 – Ancient Egyptian Scrolls and Clay** |
| **N.C.** | **Knowledge and Skills** | **Knowledge and Skills** |
| Generating ideas | 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. |
| Sketchbooks | 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. |
| Making skills (including formal elements) | **Shape:**  To know that negative shapes show the space around and between objects.  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. | **Pattern**:  To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe’s skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.  I know how to create detail and precision in mark making in clay.  Learn a new making technique (paper making) and apply it as part of their own project.  Investigate the history of a craft technique and share that knowledge in a personal way.  Design and make creative work for different purposes, evaluating the success of the techniques used.  Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.  Use hands and tools with confidence when cutting, shaping and joining clay. Develop basic skills for mark making in clay, including exploring surface texture. |
| Knowledge of artists | 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. |
| Evaluate and Analyse | Confidently explain their ideas and opinions about their own and other’s artwork, 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. |

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| **Happiness Responsibility Friendship Respect Courage** | | |
| **Art – Sculpture and 3D, Craft and Design** | | |
|  | **Year 5 – Textiles and the Natural World (4)** | **Year 6 – WW2 Project – Henry Moore** |
| **N.C.** | **Knowledge and Skills** | **Knowledge and Skills** |
| Generating ideas | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | 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. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Making skills (including formal elements) | **Pattern**:  To know that symmetry can be used to create repeating patterns.  To know that patterns can be irregular and change in ways you wouldn’t expect.  Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries. | **Form**:  Know how to proportion sketches of the human body.  Know how to use proportion to create 3D representations of the human body in clay.  Know how to use scratch and slip techniques to join larger pieces of clay successfully.  Know how to smooth clay using hands to mould.  **Shape**:  To know how to use shape and space to support creating effective composition and proportion in human figure drawing.  Develop understanding of 3D forms to construct and model human figures using clay.  Use hands and tools with confidence when cutting, shaping and joining clay with precision and accuracy.  Develop scratch and slip skills for joining clay, including creating smooth surface textures. |
| Knowledge of artists | Use subject vocabulary to describe and compare creative works.  Use their own experiences to explain how art works may have been made. | 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. |
| Evaluate and Analyse | Confidently explain their ideas and opinions about their own and other’s artwork, giving reasons.  Use sketchbooks as part of the problem-solving process and make changes to improve 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. |