

# Sculpture and 3D

Progression of skills

		Year 1	Year 2
		Paper play	Clay houses
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.
	Using sketchbooks	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
	Making skills	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.	Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
	Knowledge of artists	Understand how artists choose materials based on their properties in order to achieve certain effects.	Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used.
	Evaluating and analysing	Describe and compare features of their own and others' artwork.  Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.

# Sculpture and 3D

Progression of skills

		Year 3	Year 4
		Abstract shape and space	Mega materials
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.
	Using 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 for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.
	Making skills	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.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use more complex techniques to shape and join materials, such as carving and modelling wire.
	Knowledge of artists	Consider how to display artwork, understanding how artists consider their viewers and the impact on them.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make.
	Evaluating and analysing	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.	Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece.

# Sculpture and 3D

Progression of skills

		Year 5	Year 6
		Interactive installation	Making memories
Skills	Generating ideas	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.
	Using sketchbooks	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	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	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 appropriate 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.
	Knowledge of artists	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. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	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. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.
	Evaluating and analysing	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. 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. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.