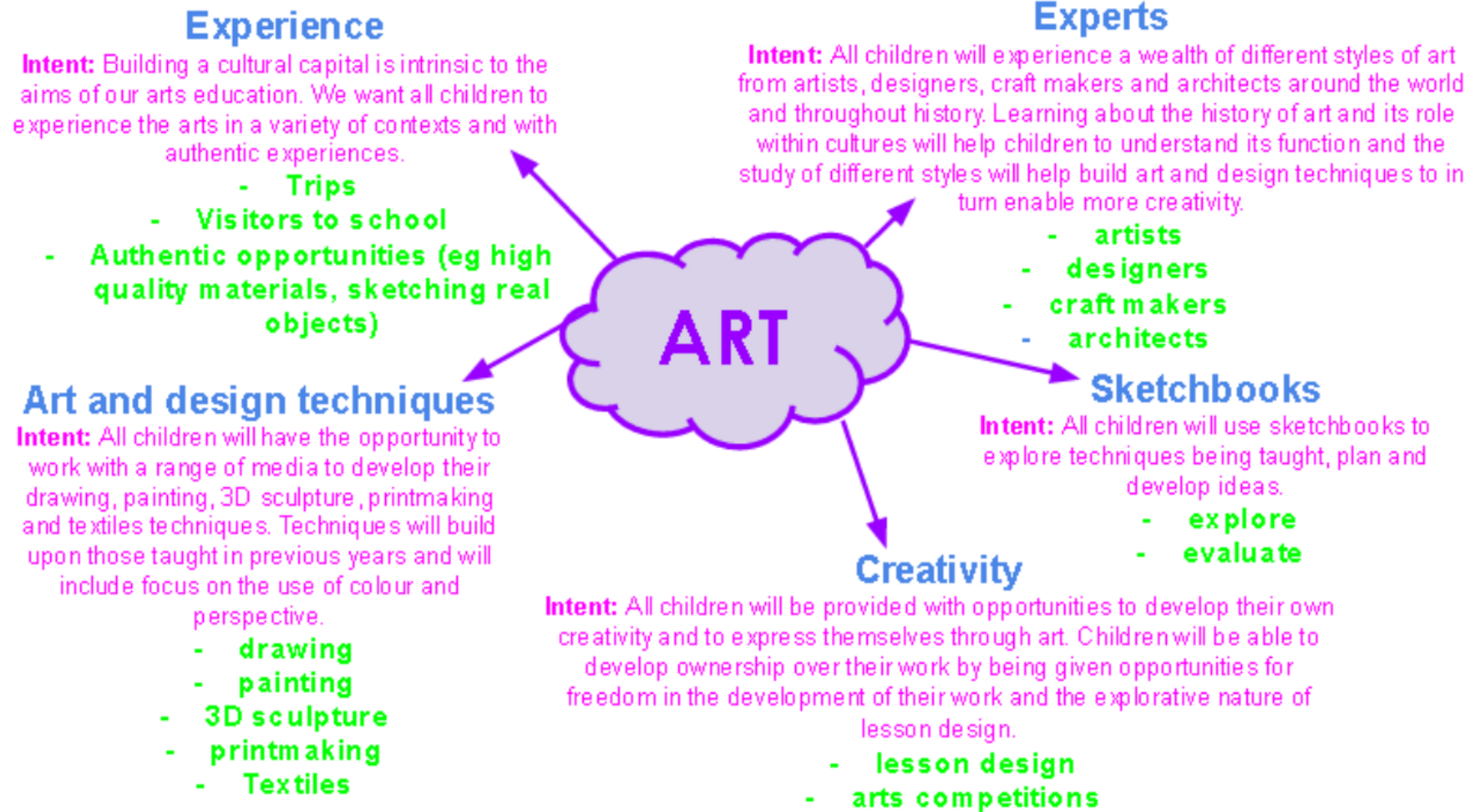


# The art curriculum at Stapleford Community Primary School



# Art - the Big Ideas



*“Art is a passion, emotion and expression formed on a surface of some sort.”*

*(Y6)*

## Intent – why we teach what we teach

The 2014 National Curriculum for art aims to ensure that all children:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Our vision for art is that all children will leave Stapleford with a broad understanding of a number of different art forms, styles and techniques to enable them to release their full creativity and potential. Through studying such a variety of art forms, we want children to have aspirational dreams and see that their love of art can grow into future careers such as illustrators, graphic designers, architects, fashion designers, curators, printmakers, set designers and so on. Our aim is that all children feel like they can achieve in art and recognise that it is as much about the journey as the final product: all of us can be artists. We want our children to be. Our art curriculum is designed to engage, inspire and challenge pupils to encourage them to be ambitious in art, experiment and to think creatively throughout their creative processes. Throughout their time at school, we aim to enrich our children's



cultural capital through visitors in school, trips and special events. As pupils progress through school, we aim to deepen their understanding of how art and design reflects and shapes our history, as well as how it contributes to the culture, creativity and wealth of our world. We have selected a wide range of unique and diverse artists, craft makers, designers and architects for our children to study to ensure they have a breadth of awareness of different art forms.

**“Art is a way to express yourself without words. It doesn’t just mean making a beautiful picture: it is a way to let out your emotions.” (Y6)**

## Implementation – how we teach what we teach

To achieve our intent, we will:

- Teach art in every year group, every week
- Develop pupil voice through art captains and the art council
- Monitor enrichment opportunities across all year groups (including extra curricular opportunities, trips, in school events and themed days and weeks) as well as planning whole school enrichment events
- Monitor the experts taught in each year group to ensure there is diversity and variation
- Staff meetings to develop teacher subject knowledge
- Cross Academy meetings to share good practice
- The use of sketchbooks to develop and explore ideas



- Progression of skills across the year groups as well as exemplar for what this will look like in each year group (as well as moderation across year groups and the trust)
- Follow an art curriculum that teaches a broad range of skills that build upon each other as children move through the school
- Our commitment to artsmark and the actions and improvements we have made as a result of this.

**“Something you possess your emotions in.” (Y4)**

**“Art can be anything from a painting, to a landscape to a messy bedroom.”  
(Y4)**

## Impact – how we measure what we teach

The impact of this curriculum design will lead to excellent progress in art over time across key stages, relative to each child’s starting points. Our art curriculum will also lead to enthusiasm towards arts learning evidenced through pupil voice, art captains, final pieces and sketchbooks. Assessment in art will be tracked half termly to reflect learning and progress across the school, to ensure all children receive appropriate support and challenge. The impact of our Art and Design curriculum is to promote the opportunity for every child to be an artist. By embedding the formal elements, every child is encouraged to be creative, innovative and reflective on their own and others’ practice using the subject-specific vocabulary to support their reasoning. Through the use of sketchbooks and in-depth discussion around artists, their art and practices, pupils learn that art



can be constantly reviewed and developed, further promoting the resilient, independent learners. Achievements are celebrated in classrooms during walking-galleries and corridor displays, and by building in increasing connections with local galleries and arts organisations, we aim to develop our future artists and their appreciation of the art around them.

*“Art is something that inspires you.” (Y1)*

*“Using your imagination.” (Y2)*



# Stapleford Community Primary School Progression Grid

## Art

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>B I G  I D E A S</b>  <small>E X P E R I E N C E S</small>	<small>C R E A T I V I T Y</small>	<p>We are aiming for our children to develop 5 habits (along with 15 sub-habits) of creativity:</p> <ul style="list-style-type: none"> <li>● <b>Inquisitive</b> (wondering and questioning, exploring and investigating, challenging assumptions)</li> <li>● <b>Persistent</b> (sticking with difficulty, daring to be different, tolerating uncertainty)</li> <li>● <b>Imaginative</b> (playing with possibilities, making connections, using intuition)</li> <li>● <b>Collaborative</b> (sharing the product, giving and sharing feedback, cooperating appropriately)</li> <li>● <b>Disciplined</b> (developing techniques, reflecting critically, crafting and improving)</li> </ul> <p style="text-align: right;"><i>Please see separate attachment for research, monitoring and assessment of this</i></p>						
	<small>E X P E R I E N C E S</small>	<p>Building a cultural capital is intrinsic to the aims of our arts education. We want all children to experience the arts in a variety of contexts and with authentic experiences. We run a range of whole school events (specialist days/ weeks) and have partnered with many different arts settings. Trips and individual class events are included below.</p> <p style="text-align: right;"><i>For whole school coverage, please see separate documents which track this</i></p>						
	<small>E X P E R I E N C E S</small>	<p style="text-align: center;"><b>The following pattern is useful for questioning and can be used for children of all ages</b></p> <ol style="list-style-type: none"> <li>1. <b>Descriptive:</b> What do you see/feel/hear/taste? (e.g. shapes, colours, objects etc Use or imagine using all the senses. Go into detail)</li> <li>2. <b>Formal analysis:</b> How are things put together? (e.g. symmetry, asymmetry, what materials were used, qualities of colour and line, comment on the form of artwork - it is important that children have a wide variety of experiences to draw upon)</li> <li>3. <b>Interpretation:</b> What are the artists trying to say? What is the purpose of this piece? (e.g. personal experience, tell a story)</li> <li>4. <b>Informed preference:</b> What do you think of the piece (E.g. I like/dislike ... because ...) Aim to build up a critical and design vocabulary into these responses and to help children articulate their views. Extend by asking questions ;ole “How does it make you feel?” or “What happened next?”</li> </ol> <p style="text-align: right;"><i>For whole school coverage of artists, craft makers etc, please see separate attachment or look in year areas below</i></p>						



	<p>Begin to talk about what they have produced and begin to describing how they did it</p>	<p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Identify that there any many different types of art and talk about some that they have seen</p>	<p>Explore and begin to describe the work of a range of artists and craft makers</p> <p>Describe what they like/dislike about the works of the range of artists etc listed above</p> <p>Begin to describe the differences and similarities between the different styles and begin to make links to their own work.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p>Explore and describe the work of a range of artists and craft makers</p> <p>Explain what they like/dislike about the works of the range of artists etc listed above</p> <p>Describe the differences and similarities between the different styles and begin to make links to their own work.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p>Begin to explore the work of a range of artists, craft makers and designers in history.</p> <p>Describe the differences and similarities between different practices and disciplines and begin to recognise the materials and methods used</p> <p>Begin to identify the characteristics of work from different periods, cultures and traditions</p> <p>Begin to use specialist vocabulary to talk about works of arts/ craft/ design</p> <p>Make links between pieces studied and their own work</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>	<p>Continue to explore a range of great artists, architects and designers in history.</p> <p>Describe the differences and similarities between different practices and disciplines and recognise the materials and methods used</p> <p>Begin to identify the characteristics of work from different periods, cultures and traditions</p> <p>Use specialist vocabulary to talk about works of arts/ craft/ design</p> <p>Start to look at working in the style of a selected artist (not copying).</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>	<p>Explore a range of great artists, architects and designers in history.</p> <p>Identify the materials and methods used by artists, craft workers and designers and <u>begin to understand</u> that the outcomes have different purposes.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Begin to recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Begin to understand that these works reflect different periods, cultures and traditions</p> <p>Demonstrate a broader appreciation of art, craft, design and <u>begin to use</u> a developing specialist vocabulary to talk about them</p>	<p>Explore a range of great artists, architects and designers in history</p> <p>Identify the materials and methods used by artists, craft workers and designers and <u>can understand</u> that the outcomes have different purposes.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Know that these works reflect different periods, cultures and traditions</p> <p>Demonstrate a broader appreciation of art, craft, design and <u>use a</u> developing specialist vocabulary to talk about them</p>
S K E T C H B O O K S	<p>Explore art through play and experimentation</p>	<p>Explore art through play and experimentation</p> <p>Start to build up towards creating a piece by practising beforehand (eg practising prints and discussing what went well and then doing a main one)</p>	<p>Start to record simple media explorations in a sketch book.</p>	<p>Use a sketchbook to:</p> <ul style="list-style-type: none"> <li>- plan and develop simple ideas</li> <li>- continue to store information on colour mixing, the colour wheel and colour spectrums.</li> <li>- plan and develop simple ideas and collect textures, patterns to</li> </ul>	<p>Use a sketchbook to:</p> <ul style="list-style-type: none"> <li>- record media explorations and experimentations as well as planning and collecting source material for future works.</li> <li>- try out ideas/ plan colours</li> <li>- plan, collect and</li> </ul>	<p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>- collect and record visual information from different sources as well as planning and collecting source material for future works</li> <li>- planning, trying out ideas, plan colours</li> </ul>	<p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>- collect and record visual information from different sources as well as planning and collecting source material for future works.</li> <li>- planning, trying out ideas, plan colours</li> </ul>	<p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>- collect and record visual information from sources as well as planning and collecting source material.</li> <li>- planning, trying out ideas, plan colours</li> <li>Plan a design in a</li> </ul>





					inform other work. - make simple informed choices in media.	develop ideas.  Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.	Plan a design in a sketchbook and execute it.  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	Plan a design in a sketchbook and execute it. Begin to evaluate its success.  Begin to annotate work in sketchbooks  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.  Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture.	sketchbook and execute it. Evaluate its success.  Annotate work in sketchbooks  Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further.  Adapt their work according to their views at different times and describe how they might develop it further.  Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture/ how a piece will be built up over time
D R A W I N G	Explore drawing on different surfaces and papers with a variety of implements  Explore creating different types of line (thick, thin, dash, dots)	Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.  Use and begin to control a range of media.  Draw on different surfaces and coloured paper.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.  Begin to control the types of marks made with the range of media.  Draw on different	Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.  Control the types of marks made with the range of media.	Develop intricate patterns/ marks with a variety of media.  Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.	Develop intricate patterns using different grades of pencil and other implements to create lines and marks.  Draw for a sustained period of time at an appropriate level.	Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.  Draw for a sustained period of time at an appropriate level.	Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.  Draw for a sustained period of time over a number of sessions working on one piece.	



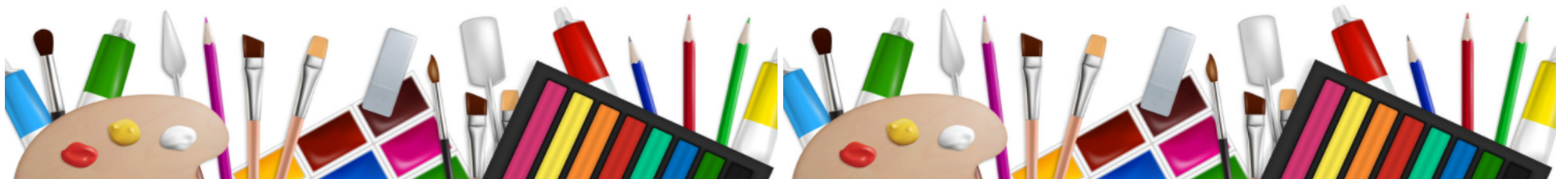
		Produce lines of different thickness and tone using a pencil.  Start to produce different patterns and textures from observations, imagination and illustrations.	surfaces with a range of media.  Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.  Investigate textures by describing, naming, rubbing, copying.  Produce an expanding range of patterns and textures.	Draw on different surfaces with a range of media.  Continue to investigate tone by drawing light/ dark lines, light/dark patterns, light/dark shapes using a pencil.  Name, match and draw lines/marks from observations.  Continue to Investigate textures and produce an expanding range of patterns.	Begin to show an awareness of objects having a third dimension and perspective.  Create textures and patterns with a wide range of drawing implements.	Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.  Have opportunities to develop further drawings featuring the third dimension and perspective.  Experiment with different grades of pencil and other implements to achieve variations in tone.  Further develop drawing a range of tones, lines using a pencil.  Include in their drawing a range of techniques and begin to understand why they best suit.	Use different techniques for different purposes i.e. shading, hatching within their own work.  Start to develop their own style using tonal contrast and mixed media.  Have opportunities to develop further simple perspective in their work using a single focal point and horizon.  Begin to develop an awareness of composition, scale and proportion in their paintings.  Use drawing techniques to work from a variety of sources including observation, photographs and digital images.  Develop close observation skills using a variety of view finders.	Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.  Develop their own style using tonal contrast and mixed media.  Have opportunities to develop further simple perspective in their work using a single focal point and horizon.  Develop an awareness of composition, scale and proportion in their paintings.
P A I N T I N G	Start to become aware of the primary colours  Sort objects by colour  Explore using a variety of implements as brushes (brushes, sponges, twigs) and experiment with creating lines/patterns onto various types of paper	Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.  Recognise and name the primary colours being used.  Mix and match colours to different artefacts and objects.	Experiment with a variety of media; different brush sizes and tools.  Explore lightening and darkening paint without the use of black or white.  Begin to control the types of marks made with the range of media.	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.  Continue to experiment in lighten and darken without the use of black or white.	Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Use light and dark within painting and begin to explore complimentary colours.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Start to develop a painting from a drawing.  Begin to choose	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Mix and match colours to create atmosphere and light effects. Mix colour, shades and	Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.  Purposely control the types of marks made and experiment with different effects and textures inc. blocking in



			Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	Paint on different surfaces with a range of media. Start to record simple media explorations in a sketch book. Start to mix a range of secondary colours, moving towards predicting resulting colours.	Begin to mix colour shades and tones. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.	Mix colour, shades and tones with increasing confidence. Confidently create different effects and textures with paint according to what they need for the task.	appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.	tones with confidence building on previous knowledge. Start to develop their own style using tonal contrast and mixed media.	colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.
	P R I N T M A K I N G	Enjoy taking rubbings: leaf, brick, coin. Explore printing with natural and man made objects (eg leaves/ cork)	Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture. Look and talk about what they have produced, describing simple techniques and media used.	Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics.	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing. Experiment with overprinting motifs and colour.	Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Demonstrate experience in 3 colour printing. Demonstrate experience in combining prints taken from different objects to produce an end piece. Experience in pictorial and pattern printing	Increase awareness of mono and relief printing. Demonstrate experience in fabric printing. Expand experience in 3 colour printing. Continue to experience in combining prints taken from different objects to produce an end piece. Create repeating patterns.	Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Use print as a starting point to embroidery. Show experience in a range of mono print techniques. Starting to overwork prints with biro/coloured pencils/ paint etc Design prints for a purpose (eg wallpaper/ book cover)	Develop ideas from a range of sources. See positive and negative shapes. Demonstrate experience in a range of printmaking techniques. (including screen printing) Describe techniques and processes. Develop their own style using tonal contrast and mixed media. Add to a number of different colour overlays Develop prints with mixed media techniques Design prints for a purpose (eg wallpaper/ book cover)



T E X T I L E S	<p>Handling, manipulating and enjoying materials</p> <p>Show experience in fabric collage: layering fabric.</p>	<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Begin to identify different forms of textiles.</p> <p>Have experience in colouring textiles: printing, fabric crayons.</p> <p>Use more than one type of stitch. Explain how to thread a needle and have a go.</p> <p>Have some experience of weaving and understand the process and some techniques.</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Begin to identify different forms of textiles.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.</p> <p>Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Begin to identify different forms of textiles.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.</p> <p>Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Show awareness and name a range of different fabrics.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Continue to gain experience in applying colour with printing.</p> <p>Explore using resist paste and batik.</p> <p>Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Record textile explorations and experimentations as well as try out ideas.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p> <p>Identify changes they might make or how their work could be developed further</p>	<p>Use a technique as a basis for stitch embroidery (eg zig zag/chain).</p> <p>Apply decoration using needle and thread: buttons, sequins.</p> <p>Become confident in applying colour with printing, tie dye.</p> <p>Create and use dyes.</p> <p>Use resist paste and batik.</p> <p>Record textile explorations and experimentations as well as try out ideas.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Change and modify threads and fabrics,</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Demonstrate experience in 3D weaving.</p> <p>Produce two colour tie dye.</p> <p>Continue to gain experience in batik- use more than one colour.</p> <p>Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.</p> <p>Show awareness of the skills involved in aspects such as knitting, lace making.</p> <p>Change and modify threads and fabrics,</p> <p>Use language appropriate to skill and technique.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Experiment with a variety of techniques exploiting ideas from sketchbook.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Work in 2D and 3D as required.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Use language appropriate to skill and technique.</p>
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3D / S C U L P T U R E	Experiment using a variety of malleable media such as play dough/ salt dough	Enjoy using a variety of malleable media such as clay, papier Mache, Salt dough.	Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.	Use equipment and media with increasing confidence.	Use equipment and media with confidence.	Work in a safe, organised way, caring for equipment.	Work in a safe, organised way, caring for equipment.	Work in a safe, organised way, caring for equipment.
	Explore impressing into malleable media	Impress and apply simple decoration.	Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.	Shape, form, construct and model from observation and imagination.	Learn to secure work to continue at a later date.	Secure work to continue at a later date.	Secure work to continue at a later date.	Secure work to continue at a later date.
	Explore adding decoration to 3D structures	Cut shapes using scissors and other modelling tools.	Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.	Demonstrate experience in surface patterns/ textures and use them when appropriate.	Join two parts successfully.	Make a slip to join to pieces of clay.	Show experience in combining pinch, slabbing and coiling to produce end pieces.	Model and develop work through a combination of pinch, slab, and coil.
	Gain experience sticking and joining materials to create a 3D structure (recycled materials/ natural)	Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	Impress and apply simple decoration techniques: impressed, painted, applied.	Explore carving as a form of 3D art.	Construct a simple base for extending and modelling other shapes.	Decorate, coil, and produce marquettes confidently when necessarily.	Develop understanding of different ways of finishing work: glaze, paint, polish	Work around armatures or over constructed foundations.
		Shape and model from observation and imagination	Use tools and equipment safely and in the correct way.	Experience in relief and free standing sculptures	Produce more intricate surface patterns/ textures and use them when appropriate.	Model over an armature: newspaper frame for modroc.	Gain experience in modelling over an armature: newspaper frame for modroc.	Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.
		Join using a modelling media			Produce larger ware using pinch/ slab/ coil techniques.	Use recycled, natural and man-made materials to create sculptures.	Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.	Demonstrate experience in relief and freestanding work using a range of media.
					Continue to explore carving as a form of 3D art.	Adapt work as and when necessary and explain why.	Use the sketch book to plan how to join parts of the sculpture.	Recognise sculptural forms in the environment: Furniture, buildings.
					Use language appropriate to skill and technique.	Gain more confidence in carving as a form of 3D art.	Adapt work as and when necessary and explain why.	Use the sketch book to plan how to join parts of the sculpture.
					Experienced in a range of forms such as wrap around	Use language appropriate to skill and technique.	Confidently carve a simple form.	Confidently carve a simple form.
					Experienced in more considered assemblages such as mobiles	Demonstrate awareness in environmental sculpture and found object art.	Use language appropriate to skill and technique.	Solve problems as they occur.
					Show awareness of the effect of time upon sculptures.	Compare the style of different styles and approaches: Moore,	Use language appropriate to skill and technique.	



								Aztec. Experienced in recording textures, taking simple castings in plaster	Able to work on different scales Able to use pattern and texture to create effects Experienced in free standing work and detailed relief
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The objectives included below will track the art and design techniques and experts. The use of sketchbooks will be appropriate for all lessons and progression will be tracked through monitoring.









