

# SITHNEY PRIMARY SCHOOL

## Art Progression of Skills

(Chris Quigley Milestones in Blue – possible materials in black)

(EYFS – taken from Development Matters document)

| <p><b>ELG</b><br/> <b>Creating with Materials</b><br/>         Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/>         Share their creations, explaining the process they have used.<br/>         Make use of props and materials when role playing characters in narratives and stories.</p> |               |    | <p><b>National Curriculum KS1</b><br/>         Pupils should be taught:<br/>         To use a range of materials creatively to design and make products;<br/>         To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;<br/>         To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br/>         About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> |    | <p><b>National Curriculum KS2</b><br/>         Pupils should be taught:<br/>         To develop their techniques, including their control and their use of an increasing awareness of different kinds of art, craft and design.<br/>         Pupils should be taught:<br/>         To create sketch books to record their observations and use them to improve their mastery of art and design techniques, including drawing and painting with a variety of materials [for example, pencil, charcoal, paint, clay]<br/>         About great artists, architects and designers in history.</p>   |    |  |  |
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|  |               |    | <b>DEVELOPING IDEAS</b>  |    |   |    |  |  |
| Birth to 3   | 3/4 year olds | YR | Y1   | Y2 | Y3  | Y4 | Y5   |  |
| <p>Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.</p>  |               |    | <p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.<br/> <b>KS1 Art and Design National Curriculum</b><br/>         To produce creative work, exploring their ideas and recording experiences.</p>   |    | <p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.<br/> <b>KS2 Art and Design National Curriculum</b><br/>         Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.<br/><br/>         To create sketchbooks to record their observations and use them to review and revisit ideas.</p> |    | <p>Children present their knowledge of what materials they learn from their feedback.<br/> <b>KS2 Art and Design National Curriculum</b><br/>         Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.<br/><br/>         To create sketchbooks to record their observations and use them to review and revisit ideas.</p> |  |
|  |               |    | <p><b>Respond positively to ideas and starting points;</b><br/> <b>Explore ideas and collect visual information;</b><br/> <b>Describe differences and similarities and make links to their own work;</b><br/> <b>Explore different methods and materials as ideas develop.</b></p>   |    | <p>Use sketchbooks to record ideas;<br/> <b>Explore ideas in a variety of ways</b> including from first-hand observations;<br/> <b>Adapt and refine ideas as they progress.</b><br/> <b>Develop ideas from starting points throughout the curriculum.</b></p>   |    | <p>Review their work<br/>         Offer feedback<br/>         Think critically<br/>         Use digital technology<br/> <b>Develop their own ideas</b></p>   |  |

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|  |   |  |  |   | Collect information, sketches and resources.<br>Comment on artworks using visual language.   | Collect and pre<br>Use the<br>Spot the<br>progres<br>Commer<br>language  |  |
| <b>INSPIRATION FROM THE GREATS</b>   |   |  |  |   |  |  |  |
| Introduce them to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the children's, for example in details, colour, movement or line. |   |  | Describe the work of notable artists, artisans and designers and say what they feel about it.<br>Use some of the ideas of artists studied to create pieces.  |   | Replicate some of the techniques used by notable artists, artisans and designers.<br>Create original pieces that are influenced by studies of others<br>Use other cultures and times as a stimulus.  | Give det<br>of some<br>Show h<br>both so<br>Create o<br>and styl   |  |
| <b>Techniques to be Mastered</b>   |   |  |  |   |  |  |  |
| <b>DRAWING</b>   |   |  |  |   |  |  |  |
|  |   |  | <b>KS1 – pupils should be taught to use drawing to develop and share their experiences and imagination.<br/>KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</b> |   | <b>DRAWING<br/>KS2 - Pupils should be taught to improve their mastery of drawing with a wide range of materials.</b>   |  |  |
|  |   |  | <b>Y1</b>  | <b>Y2</b>   | <b>Y3</b>  | <b>Y4</b>  |  |
| Start to make marks intentionally.<br><br>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.  | Create closed shapes with continuous lines and begin to use these shapes to represent objects.<br><br>Draw with increasing complexity and detail, such as representing a face with a circle and |  | Use a variety of drawing tools – <b>crayon, chalk, pencil, felt tips, poster paint.</b><br><br>Explore different textures – create rubbings.<br><br>Observe and draw shapes.<br><br>Observe and draw patterns<br><br>Observe anatomy (faces, limbs)              | Experiment with tools and surfaces – <b>oil pastels, chalks, pencils, colouring pencils, poster paint, fabric, pastels, wood</b><br><br><b>Show pattern and texture by adding dots and lines</b><br><br><b>Show different tones by using coloured pencils and by drawing light/dark lines</b> | <b>Use different hardness of pencils</b> and experiment with the potential of various grades of pencils and other implements eg charcoal, rubber, chalk, pastel, pen and <b>ink to show line, tone and texture.</b><br><br>Make marks and lines with a wide range of drawing implements - <b>chalk, pastels, pencils, fine liners, felt tips, paint</b><br><br>Draw at close observation.<br><br>Use different grades of pencil to apply tone to drawings. | Work on a variety of scales.<br><br><b>Use shading to show light and shadow</b> (develop shadows and shading to show dimension) and show the effect of light<br><br><b>Annotate sketches to explain and elaborate ideas.</b><br><br><b>Sketch lightly (no need to use a rubber to correct mistakes)</b> in preparation for painting. | Use diffe<br>marks an<br>– <b>digital pencil, o<br/>pastels.</b><br><br><b>Use a va<br/>technique<br/>add inte<br/>(e.g. ref<br/>shadow<br/>sunlight<br/>people fr<br/>direction.</b><br><br>Explore o<br>blending |

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|  | including details.<br><br>Use drawing to represent ideas like movement or loud noises.       |  |   | Draw a way of recording experiences and feelings.<br><b>Draw lines of different sizes and thickness</b><br><br><b>Colour (own work) neatly following the lines.</b><br><br>Sketch to make quick records. | Create textures with different drawing implements – <b>oil, pastels, charcoal</b><br><br>Make accurate drawings of people- particularly faces.   | <b>Use hatching and cross hatching to show tone and texture.</b><br><br>Plan, refine and alter their drawings as needed.<br><br>Make accurate drawings of whole people including proportion and placement.          | Produce accurate<br><br>Develop proportion perspective point of view  |
| <b>Vocabulary:</b> names of drawing tools<br><b>Techniques</b> – mark making in different ways, offering them a range of different materials, e.g. submerge their fingers in cornflour, play with a stick in mud, place hands and feet in paint.<br>Offer different surfaces to work on, e.g. paving, floor, tabletop or easel.<br><b>Tools</b> – pastels, pencils, charcoal, crayons, sticks, chalks, felt tips |  |  | <b>Vocabulary:</b> visual elements - colour, line, shape, pattern, texture, tone<br><b>Techniques</b> – sketch, shade<br><b>Tools</b> – pastels, pencils, sketching pencils, charcoal, sketchbook<br><b>Possible Artists</b> – Lowry, Keith Haring,                                       |  | <b>Vocabulary:</b> visual elements - line, shape, pattern, texture, tone, light, shadow, hatching and cross hatching<br><b>Techniques</b> – sketch, shade<br><b>Tools</b> – pastels, pencils, sketching pencils, charcoal, rubber, sketchbook<br><b>Possible Artists</b> – Klee, Picasso, Hokusai, Michaelangelo, da Vinci |   | <b>Vocabulary:</b> texture, reflection<br><b>Techniques</b> – sketchbook<br><b>Possible Artists</b> – Seurat, P<br><b>Realist</b><br><b>Other</b> – |
| <b>PAINTING / COLOUR</b>   |  |  |   |  |  |   |   |
| <b>KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination.</b><br><b>KS1 pupils should be taught a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</b>  |  |  |   | <b>KS2 pupils should be taught to improve their mastery of a painting with a range of materials.</b>   |  |   |   |
|  |  |  | <b>Y1</b>   | <b>Y2</b>  | <b>Y3</b>  | <b>Y4</b>   | <b>Y5</b>   |
| Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.   | Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Hold a paintbrush correctly<br><br><b>Use thick and thin brushes</b> and other ways to apply paint.<br>Name colours<br><br><b>Mix primary colours to make secondary.</b><br><br>Experiment with colours.<br><br>Apply colour with a range of tools – <b>brushes, rollers, fingers etc</b> | Work in different scales.<br><br>Explore different textures (eg with sawdust or sand).<br><br>Describe colours.<br><br>Darken colours without using black.   | Use specific colour language – primary colour, secondary colour, tertiary colours, hue, shades, <b>(black added)</b> , tints <b>(white added)</b> .<br>Select suitable equipment for the task.<br><br>Experiment with paint and pastels.<br><br><b>Use a number of brush techniques using thick and</b>                    | <b>Experiment with creating mood with colour</b> and explore complementary and opposing colours<br><br>Indicate movement using lines.<br><br>Show increasing independence and creativity with the painting process. | Identify a complementary contrast<br><br><b>Combine and tint mood of tone, sha</b><br><br>Mix and create light direction effect on                  |

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|   | Explore colour and colour mixing. |  | Create repeating patterns.   | Use colour on a large scale.<br><br><b>Add white to colours to make tints and black to colours to make tones. Create colour wheels.</b><br><br>Collect, sort and match colours to create an image. | <b>thin brushes to produce shapes, textures, patterns and lines.</b><br><br><b>Mix colours effectively</b> which are primary, secondary and make tertiary colours<br><br>Apply colour by using effects and textures - dotting, scratching and splashing.<br><br>Colour mix to match match, tint, tone, shade.  | Compare <b>watercolour</b> and <b>acrylic</b> tints, tones and shades.<br><br><b>Use watercolour paint to produce washes for backgrounds then add detail.</b> |   |
| <b>Vocabulary:</b> paint, paintbrush, colour names<br><b>Techniques</b> – colour mixing – Help children to explore and refine their colour mixing – for example: “How does blue become green?”<br><b>Tools</b> – thick and thin brushes, watercolour and poster paint, fingers, hands, feet, scrapers, sand, etc. |                                   |  | <b>Vocabulary:</b> visual elements - colour, line, shape, pattern, texture, tone, primary, secondary, tint, shade, paint types<br><b>Techniques</b> – sketch, shade, colour theory<br><b>Tools</b> – thick and thin brushes, watercolour, acrylic and poster paint, scrapers, sand, etc<br><b>Possible Artists for colour theory</b> – Kandinsky, Pollock, Klee, Haring (colour theory) Rothko, Dyer (local study) |  | <b>Possible Artists showing movement</b> – Van Gogh, Keith Haring (grafitti art), Sorolla, Monet, Turner (see <a href="https://drawpaintacademy.com/movement/">https://drawpaintacademy.com/movement/</a> for explanation) or use David Hosking for block colour as a local artist or Alfred Wallis (local study) <a href="https://www.tate.org.uk/kids/explore/who-is/who-alfred-wallis">https://www.tate.org.uk/kids/explore/who-is/who-alfred-wallis</a><br><b>Contemporary colour Artists</b> – Ruth Daniels, Mark Quinn, Carol Simms or Picasso<br>See this clip for good information about painting techniques including landscapes and abstract designs <a href="https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4">https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4</a> |   | <b>Vocabulary:</b> texture, contrast<br><b>Techniques</b> –<br><b>Tools</b> – paint, scraper<br><b>Possible Artists</b> – Lanyon<br><b>Fauvism</b><br><b>Other artists</b><br><br>See this clip including <a href="https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4">https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4</a> |
| <b>PRINTING</b>   |                                   |  |  |  |  |   |   |
| <b>KS1 pupils should be taught to develop a wide range of art/ design techniques using colour, pattern, texture, line, shape, form and space.</b>   |                                   |  |  | <b>KS2 pupils should be taught to improve their mastery of art and painting with a range of materials.</b>   |  |   |   |
|   |                                   |  | <b>Y1</b>  | <b>Y2</b>  | <b>Y3</b>  | <b>Y4</b>   | <b>Y5</b>   |
| Notice patterns with strong contrasts and be attracted by patterns resembling   |                                   | Return to and build on their previous learning, refining ideas and | Observe patterns and <b>mimic print from the environment (e.g. wallpapers).</b><br><br>Develop impressed images using foods with shapes cut in to them.<br><br>Experiment with over printing and colour.   | <b>Print with a wide range of objects (e.g. fingers, fruit, vegetables or sponges, natural and man-made materials).</b>  | Experiment with mono printing.<br><br>Colour mix by overlapping colour prints.   | <b>Use layers of two or more colours.</b><br><br><b>Make printing blocks (e.g. from coiled string glued to a block).</b>                                      | <b>Build up</b><br>- make 3 string, and create block<br><br>Screen print  |

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| the human face.  |   | developing their ability to represent them.                  | Build a repeating pattern and recognise pattern in the environment<br><br>Create patterns.   | Experiment with amounts of paint and develop control<br><br>Discuss regular and irregular shapes.<br><br><b>Use repeating or overlapping shapes.</b><br><br><b>Press, rub, roll and stamp to make prints</b> (eg carbon printing, fabric printing, Mono printing) | <b>Replicate</b> or create patterns <b>observed in natural or built environments.</b><br><br>Interpret manmade and environmental patterns.   | <b>Make precise repeating patterns</b> using an impressed print make these increasingly complex   |   |
| <b>Vocabulary:</b> visual elements – colour, shape, pattern, texture,<br><b>Tools</b> – paint, vegetables, tubes, rollers, sponges |   |  | <b>Vocabulary:</b> visual elements – colour, shape, pattern, texture,<br><b>Techniques</b> – object printing, mono print, rollin<br><b>Tools</b> – paint, ink, carbon, rollers, sponges, masking tape, printing squares (old laminates)<br><br><b>Possible Artists</b> – Warhol, Arcimboldo (fruit and veg portraits), Richard Long (Mud Hand Circle)<br>*Some coverage Autumn 2020 - monoprinting |   | <b>Vocabulary:</b> visual elements - colour, shape, pattern, texture, print, block, mono, marbling,<br><b>Techniques</b> – block printing, marbling<br><b>Tools</b> – paint, ink, rollers, blocks, marbling inks, string<br><br><b>Possible Artists</b> – Warhol, Banksy (stencil printing), Hokusai, William Morris, Chinese block printing, African block printing |   | <b>Vocabulary:</b> print<br><b>Techniques</b><br><b>Tools</b> –<br><br><b>Possible</b>  |
|  |   |  | <b>TEXTILES</b>  |   |  |   |   |
|  |   |  | <b>KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b>   |   | <b>KS2 pupils should be taught to improve their mastery of art and painting with a range of materials.</b>   |   |   |
|  |   |  | <b>Y1</b>  | <b>Y2</b>   | <b>Y3</b>  | <b>Y4</b>   | <b>Y5</b>   |
| Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.             | Develop their own ideas and then decide which materials to use to express them. | Create collaboratively, sharing ideas, resources and skills. | Create fabrics by weaving – use man made and natural materials – <b>grass through twigs, plastic through fence, wool around lolly sticks.</b><br><br><b>Join materials by using glue and stitch</b> together using <b>large eye needles.</b><br><br><b>Use weaving to create a pattern.</b>  | Cut and shape <b>fabric</b> using scissors.<br><br>Stitch – running stitch.<br><br>Use simple applique.<br><b>Use plaiting</b> and knotting.<br><br><b>Use dip dye techniques</b> (using natural dyes such as tea, red cabbage, beetroot, spinach and onion)      | <b>Colour fabric</b> – tie dye/ dip dye<br><br>Stitch – running stitch/ back stitch to cut and join fabric.<br><br><b>Shape materials and stitch</b><br><br>Use collage to represent objects as well as imaginative work.<br><br><b>Create weavings.</b>   | Use a wide variety of stitches (running, <b>back</b> , blanket, over, <b>cross stitch</b> , chain stitch) to join materials and to create a pattern/ texture.<br><br>Use coiling and overlapping eg with <i>paper</i><br><br>Ensure work is precise.<br><br><b>Quilt, pad and gather fabric</b> eg <i>patchwork</i> | Identify l... textiles.<br><br><b>Show pr... techniques</b><br>Combine... qualities.<br><br>Explore t... felt, batik... crochet a... objects.<br><br>Explore e... as button |

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|   |  |   |  | Explore materials for purposes eg waterproof<br><br>Sort and arrange materials by criteria eg colour, texture, shape.  |   | Select, arrange and develop materials for a striking effect using a variety of techniques.  |  |
| <b>Vocabulary:</b> visual elements – colour, shape, pattern, texture, fabric, materials<br><b>Materials:</b> blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures.<br><b>Tools</b> – glue, scissors, fabric, papers, natural materials and recycled materials      |  |   | <b>Vocabulary:</b> visual elements – colour, shape, pattern, texture, weaving, plaiting, knotting, dyeing, materials<br><b>Techniques</b> – weaving, plaiting, knotting, dip dyeing<br><b>Tools</b> – glue, scissors, fabric, papers, natural materials and recycled materials<br><br><b>Possible Artists</b> –Joe Atherton (weaving with found objects) |  | <b>Vocabulary:</b> visual elements – colour, shape, pattern, texture, weaving, plaiting, knotting, dyeing, stitching<br><b>Techniques</b> – weaving, dyeing, cross stitch<br><b>Tools</b> – glue, scissors, fabric, needles, dyes.<br><br><b>Possible Artists</b> – some ideas here for more contemporary inspiration for stitching and embroidery<br><a href="https://www.textileartist.org/10-contemporary-embroidery-artists">https://www.textileartist.org/10-contemporary-embroidery-artists</a> |   | <b>Vocabulary:</b> texture, pattern, materials<br><b>Techniques</b> –<br><b>Tools</b> –<br><br><b>Possible Artists</b> – |
| <b>COLLAGE</b>  |  |   |  |  |   |   |  |
| <b>KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b>  |  |   |  | <b>KS2 pupils should be taught to improve their mastery of art and painting with a range of materials.</b>   |   |   |  |
|   |  |   | <b>Y1</b>  | <b>Y2</b>  | <b>Y3</b>   | <b>Y4</b>   | <b>Y5</b>  |
| Use their imagination as they consider what they can do with different materials.   | Explore different materials freely, to develop their ideas about how to use them and what to make. | <b>ELG:</b> Share their creations, explaining the process they have used. | <b>Use a combination of materials that are cut, torn and glued</b><br><br>Introduce adhesives – <b>PVA and Pritt</b><br><br>Fold, crumple, tear, overlap and sort different materials.   | <b>Sort and arrange materials</b> by criteria eg colour, texture, shape.<br><br>Overlap and overlay materials.<br><br><b>Mix materials to create texture.</b><br>Create temporary collages using natural materials | Use collage to represent objects as well as imaginative work.<br><br><b>Select and arrange materials for a striking effect.</b>   | <b>Ensure work is precise.</b><br><br><b>Use coiling, overlapping, tessellation, mosaic and montage</b><br><br>Develop own materials for collage – marbelling etc.<br><br>Embellish work using a variety of materials and techniques. | Recreate times and variety of materials<br><br><b>Use ceramic materials</b>  |
| <b>Vocabulary:</b> visual elements – colour, shape, pattern, texture, combine, glue, arrange, collage, materials<br><b>Materials:</b> blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures.<br><b>Techniques</b> – tearing, scrunching, gluing, cutting, arranging |  |   | <b>Vocabulary:</b> visual elements – colour, shape, pattern, texture, mix, combine, glue, arrange, collage, materials<br><b>Techniques</b> – tearing, scrunching, gluing, cutting, arranging<br><b>Tools</b> – glue, scissors, fabric, papers, natural materials and recycled materials<br><br><b>Possible Artists</b> –Matisse                          |  | <b>Vocabulary:</b> visual elements – colour, shape, pattern, texture, mosaic, montage, tessellation, coiling and overlapping<br><b>Techniques</b> – tearing, scrunching, gluing, cutting, arranging<br><b>Tools</b> – glue, scissors, fabric, papers, natural materials and recycled materials  |   | <b>Vocabulary:</b> texture, pattern, materials<br><b>Techniques</b> –<br><b>Tools</b> – recycled                         |

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| <b>Tools</b> – glue, scissors, fabric, papers, natural materials and recycled materials   |  |   |  | <b>Possible Artists</b> —Hockney (photo montage) plus see here for some inspiration from Frankenstein style art to candy collages <a href="https://theartyteacher.com/collage-artists/">https://theartyteacher.com/collage-artists/</a>  | <b>Possible</b><br>some ins<br><a href="https://t">https://t</a>  |  |  |
| <b>SCULPTURE</b>  |  |   |  |  |   |  |  |
|   |  |   | <b>KS1 pupils should be taught to use sculpture to develop and share their experiences, ideas and imagination.</b>   | <b>KS2 pupils should be taught to improve their mastery of a sculpture with a wide range of materials.</b>   |   |  |  |
|   |  |   | <b>Y1</b>  | <b>Y2</b>  | <b>Y3</b>   |  |  |
|   |  |   | <b>Y4</b>  |  | <b>Y5</b>   |  |  |
| Make simple models which express their ideas.   | Join different materials and explore different textures. | <b>ELG:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | <p>Develop an understanding of 2D and 3D in art-work</p> <p>Explore a combination of shapes and a variety of materials and how these can be connected to create structures.</p> <p><b>Use rolled up paper, straws, paper, card and clay as materials.</b></p> <p>Practice techniques such as rolling, cutting, moulding and carving. Use <b>clay, plasticine or dough</b> to pinch, roll, twist, scratch and coil.</p> | <p>Explore sculpture of malleable materials and manipulate malleable materials for a purpose – <b>mod rock and pipe cleaner sculptures and clay pots.</b></p> <p><b>Include lines and texture.</b></p> <p><b>Use a combination of shapes.</b></p> <p>Use known artists’ work and natural sculptures as inspiration.</p> <p><b>Use techniques such as rolling, cutting, moulding and carving.</b></p> | <p><b>Create and combine shapes to create recognisable forms</b> using malleable and rigid materials <b>(e.g. shapes made from nets or solid materials).</b></p> <p><b>Use clay and other mouldable materials such as Modroc</b></p> <p>Construct a base for modelling and extending other shapes – <b>paper mache</b> – and use for a purpose.</p>         | <p>Shape, form, model and construct malleable and rigid materials – <b>clay tiles.</b></p> <p><b>Include texture that conveys feelings, expression or movement.</b></p> <p><b>Create large scale pieces as a group.</b></p> <p><b>Add materials to provide interesting detail.</b></p> | <p>Shape, fo<br/>and cons<br/>observat<br/>imaginati</p> <p>Plan a w<br/>through<br/>other pre<br/>work</p> <p><b>Use fran<br/>(such as<br/>moulds)<br/>provide<br/>and form</b></p> <p><b>Use too<br/>and add<br/>texture<br/>and pat</b></p> |
| <p><b>Vocabulary:</b> visual elements –shape, pattern, texture, sculpture, 3D, 2D</p> <p><b>Techniques</b> – clay: rolling, coiling, cutting, moulding, pinching, twisting, joining materials using tape or glue.</p> <p>Offer opportunities to explore scale – long strips of wallpaper, child size boxes.</p> <p>Provide children with a range of materials to construct with.</p> <p><b>Tools</b> – glue, scissors, natural materials and recycled materials, clay</p> |  |   | <p><b>Vocabulary:</b> visual elements –shape, pattern, texture, sculpture, 3D, 2D</p> <p><b>Techniques</b> – clay: rolling, coiling, cutting, moulding, pinching, twisting</p> <p><b>Tools</b> – glue, scissors, natural materials and recycled materials, clay</p> <p><b>Possible Artists</b>—Andy Goldsworthy, Antony Caro, Richard Long (natural large scale), Louise Bourgeois (spider)</p>                        |  | <p><b>Vocabulary:</b> visual elements –shape, pattern, texture, sculpture, 3D, 2D</p> <p><b>Techniques</b> – clay: rolling, coiling, cutting, moulding, pinching, twisting</p> <p><b>Tools</b> – glue, scissors, natural materials and recycled materials, clay</p> <p><b>Possible Artists</b>—Giacometti Barbara Hepworth, Aztec and Benin sculptures.</p> |  | <p><b>Vocabul</b><br/>sculpture</p> <p><b>Techniq</b><br/>pinching,</p> <p><b>Tools</b> –<br/>materials</p> <p><b>Possible</b><br/>Parker</p>  |







