

Art Long Term Progression Plan: Sculpting

Concept	EYFS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR 6
Content Sculpture	<p>Enjoy using a variety of malleable media such as clay, papier-mache, salt dough, plasticine and playdough.</p> <p>Impress and apply simple decorations.</p> <p>Build a construction/sculpture using a variety of objects i.e recycled natural and manmade materials.</p> <p>Join materials using masking tape, sticky tape and glue.</p>	<p>- I know how to cut, roll and coil materials.</p> <p>Expose the children to a variety of sculptors work.</p> <p>How to make holes in clay (doughnut shapes).</p> <p>Continue to manipulate materials in a variety of ways including rolling, pinching and kneading.</p> <p>How to roll out clay to make tiles.</p> <p>How to imprint, make marks and stamp into clay with a range of tools.</p>	<p>- I know how to make a clay pot. - I know how to join two clay finger pots together.</p> <p>Continue to explore pinching, rolling, twisting with clay.</p> <p>Use of slip to join clay.</p> <p>Use of clay tools to create surface textures such as scratching on clay forms.</p> <p>Use clay or other malleable materials to create an imaginary or realistic form.</p>		<p>- I know how to sculpt clay and other mouldable materials.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Roll out clay to make coils for coil pots.</p> <p>Use slip to join coils.</p> <p>Use more intricate surface patterns and textures for decorating techniques: embossing, engraving, imprinting, brushing, carving and combing.</p> <p>Produce larger ware using</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including sculpture with a range of materials [for example, pencil, charcoal, paint,]</p> <p>· Learn about great artists, architects and designers in history and today. ·</p> <p>Make links with local people.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including sculpture with a range of materials [for example, pencil, charcoal, paint,]</p> <p>Learn about great artists, architects and designers in history and today.</p> <p>Make links with local people.</p>

					<p>pinch, slab and coil techniques.</p> <p>Use pipe cleaners, sculpting wire, natural objects or clay to create figures.</p>		
<p>Why Here/Why now</p>	<p>To develop muscles in the children's hands to promote fine and gross motor control.</p>	<p>Build upon fine motor skills for handwriting and scissor control from Reception.</p> <p>To give the children opportunities to discuss and experiment with creating a different texture through the use of imprinting and mark making.</p>	<p>Introduces the children to a 3D art form.</p> <p>It provides the children with skills to successfully join materials together using water and clay/slip.</p> <p>Build on knowledge of sculptors work to enable the children to create their own 3D art form.</p>		<p>Build on previous knowledge of a 3D art form and begin to look at and consider perspective.</p> <p>To enable the children to develop skills of embellishing when looking at intricate detail.</p>	<p>Built on 3D knowledge from Y2 and Y4, Building on local sculptures inspired by Joseph Banks in Woodhall Spa (local area)</p> <p>Children to have opportunities to record their own interpretations of the sculptures and review.</p> <p>Research into artists/architects of the sculptures created.</p> <p>To develop skills of using a range of materials for their finished product.</p>	<p>Y6 children investigate more details ways of creating with clay to design and make their own clay sculptures.</p>

Key Vocabulary	Rolling, squeezing, pinching, twisting, patting, stretching, salt dough, playdough, plasticine	Texture, construct, sculpture, sculptor, manipulate, form, stamp, slip.	Texture, slip, malleable.		Slab, emboss, engrave, imprint, combing, mould.	Sculture, observe, Design, mould, texture, slip	
Possible artists to use.	Jill Townsley Andy Goldsworthy	William Morris	Joy Danila		Henry Moore	Alexander Calder, Damien Hirst	
Theoretical Knowledge. (Cultural and contextual content)	<p>Theoretical knowledge needs to be the starting point for each unit of artwork. This will include,</p> <p>EYFS/Yr1- To have an image of the focus artist with examples of their work to chose from. Children are to select their favourite pieces to add to their sketchbooks as a montage.</p> <p>Yr2, Yr3, Yr4- As above, but to include discussion and written sentences to clarify the choice of work. The children begin to interpret pieces of work thinking about how and why questions in relation to the artist's work.</p> <p>Yr5, Yr6- As above, but to create a detailed fact file of the focused artist. The children to continue to improve their ability to interpret pieces of work thinking about how and why questions in relation to the artist's work.</p>						
Practical Knowledge	Your practical knowledge is the content lined out in the long-term plan. Practical knowledge will develop over the course of the term by ensuring your lessons are sequential and builds up to a final piece of work.						
Disciplinary Knowledge	Children explore concepts of quality, value, and purpose. This should link to your theoretical knowledge and should give a personal response to the art work they are focusing on.						