

Progression Document for Art & Design

	0-3 Years - N1 (Jan Nursery Starters)	3-4 Years – N1 (Jan Nursery Starters) & N2 (Sep Nursery Starters)	Reception
<p>Drawing</p> <p><b>Disciplinary Knowledge</b> Observational drawing from an object Observation drawing from a picture/photo Picture representation Mark Making in provision-writing patterns</p>	<p><b>Key Vocabulary:</b> Draw, pattern, repeating, thick, thin, line, shape</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Start to make marks intentionally.</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>Explore different materials, using all their senses to investigate them.</li> <li>Use their imagination as they consider what they can do with different materials.</li> <li>Develop manipulation and control</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Nursery, I need to know how to:</b></p> <ul style="list-style-type: none"> <li>Draw lines to make a simple representation</li> <li>Use lines to create closed shapes</li> <li>Show emotions in my drawings</li> <li>Draw a face</li> </ul>	<p><b>Key Vocabulary:</b> Draw, pattern, repeating, thick, thin, line, shape</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>Show different emotions in their drawings, like happiness, sadness, fear etc...</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Nursery, I need to know how to:</b></p> <ul style="list-style-type: none"> <li>Draw lines to make a simple representation</li> <li>Use lines to create closed shapes</li> <li>Show emotions in my drawings</li> <li>Draw a face</li> </ul>	<p><b>Key Vocabulary:</b> Draw, pattern, repeating, thick, thin, line, shape</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing</li> <li>Create simple representations</li> <li>Begin to produce different patterns and textures from observations</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Reception, I need to know how to:</b></p> <ul style="list-style-type: none"> <li>Draw &amp; create my own simple picture representations</li> <li>Explore a range of tools and what marks they make using fine motor skills</li> <li>How to express my feelings and ideas through drawing effects</li> </ul>
<p>Paint/Colour</p> <p><b>Disciplinary Knowledge</b> Mix colours- powder paint routine Blocks of colour Printing with fingers/objects</p>	<p><b>Key Vocabulary:</b> Brush, tools, mix, palette, match, primary colours</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>Use their imagination as they consider what they can do with different materials.</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Nursery, I need to know how to:</b></p> <ul style="list-style-type: none"> <li>mix two colours together</li> <li>paint using blocks of colour</li> <li>Use a range of tools/brushes to paint</li> </ul>	<p><b>Key Vocabulary:</b> Brush, tools, mix, palette, match, primary colours</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Show different emotions in their paintings, like happiness, sadness, fear etc...</li> <li>Explore colour and colour mixing</li> <li>Experiment with blocks of colour</li> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Nursery, I need to know how to:</b></p> <ul style="list-style-type: none"> <li>mix two colours together</li> <li>paint using blocks of colour</li> <li>Use a range of tools/brushes to paint</li> </ul>	<p><b>Key Vocabulary:</b> Brush, tools, mix, palette, match, primary colours</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: paintbrushes,</li> <li>Use a variety of tools including different size brushes, and tools i.e., sponge, fingers, twigs etc...</li> <li>Mix and match colours to different artefacts and objects</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Reception, I need to know how to:</b></p> <ul style="list-style-type: none"> <li>use tools safely</li> <li>to use a variety of tools to paint/colour</li> <li>mix colours &amp; match colours to objects</li> </ul>
<p>Sculpture &amp; Form</p> <p><b>Disciplinary Knowledge</b> Box modelling Sculpting clay with hands Sensory play Collage Scissor skills Cut shapes/make snips</p>	<p><b>Key Vocabulary:</b> Model, rolling, kneading, shaping, join</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Make simple models which express their ideas.</li> <li>Manipulate and play with materials.</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Nursery, I need to know how to:</b></p> <ul style="list-style-type: none"> <li>make a simple model</li> <li>manipulate a range of different materials</li> </ul>	<p><b>Key Vocabulary:</b> Model, rolling, kneading, shaping, join</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Make simple models which express their ideas.</li> <li>Enjoy a range of malleable media such as clay, papier mache, salt dough</li> <li>Impress and apply simple decoration</li> <li>Cut shapes using scissors and other modelling tools</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Nursery, I need to know how to:</b></p> <ul style="list-style-type: none"> <li>make a simple model</li> <li>manipulate a range of different materials</li> <li>cut shapes using scissors</li> <li>use modelling tools safely</li> </ul>	<p><b>Key Vocabulary:</b> Model, rolling, kneading, shaping, join</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Reception, I need to know how to:</b></p> <ul style="list-style-type: none"> <li>return to build on my previous learning</li> <li>share ideas and skills I have learnt- explaining the process I have used</li> <li>explore colour, design, texture, form and function</li> <li>safely use a range of tools</li> </ul>



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	Year 1	Year 2	Year 3
<p>Drawing</p> <p><b>Disciplinary Knowledge</b> Observational drawing from an object Observation drawing from a picture/photo Picture representation Drawing techniques- hatching, stippling etc..</p>	<p><b>Key Vocabulary:</b> Line drawing, thick, thin, detail, light, dark, pastels, chalks, bold, size, space, sketch, zig zag, curved, wavy, layers, pattern &amp; texture.</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explore a variety of media- pencil, wax, chalk, pastel etc..</li> <li>• Develop a range of tone using pencil and use a variety of drawing techniques- hatching, scribbling, stippling and blending to create light &amp; dark</li> <li>• Draw lines of different sizes and thicknesses</li> <li>• Explore pattern &amp; texture by adding dots, lines and rubbings</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Year 1 I need to know how to:</b></p> <ul style="list-style-type: none"> <li>- Make a variety of marks with different materials</li> <li>- Hold and use drawing tools with some dexterity</li> <li>- Draw lines of varying thickness</li> <li>- Use lines and dots to create pattern &amp; texture</li> </ul>	<p><b>Key Vocabulary:</b> Line, drawing, repeating, jagged, pencil grades, rubbing, foreground, background, light, dark, pattern, stippling, hatching, scribbling, blending &amp; texture</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Begin to control the types of marks made with a range of media</li> <li>• Develop a range of tone using pencil and use a variety of drawing techniques- hatching, scribbling, stippling and blending to create light/dark</li> <li>• To produce an expanding range of patterns and textures- naming, rubbing, copying</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Year 2 I need to know how to:</b></p> <ul style="list-style-type: none"> <li>- Draw from observation</li> <li>- Explore tone using different grades of pencils, chalks/pastels</li> <li>- Make sketches from observation adding light/dark tone/colour and texture</li> <li>- Develop drawing techniques to create pattern &amp; texture in my drawings</li> </ul>	<p><b>Key Vocabulary:</b> Continue KS1 vocabulary, tone, shadow, form, scale, outline, portrait, cross hatching, blend, highlight</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use different hardness of pencils to show line, tone and texture</li> <li>• Begin to annotate sketches to explain and elaborate ideas</li> <li>• Use shading to show light and shadow</li> <li>• Create textures and pattern with a wide range of drawing tools</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Year 3 I need to know how to:</b></p> <ul style="list-style-type: none"> <li>- Use different pencils, exploring hardness/softness in creating line, tone and texture</li> <li>- Make initial sketches in preparation for painting/prints</li> <li>- Use pencil techniques to create pattern &amp; texture</li> <li>- Make close observational studies- in particular faces exploring how to show light &amp; shadow.</li> </ul>
<p>Colour</p> <p><b>Disciplinary Knowledge</b> Colour mixing Blocks of colour Painting on different surfaces Background wash Colour wheels Textured paint printing</p>	<p><b>Key Vocabulary:</b> Mixing, stroke, brush size, opaque, horizontal</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Begin to explore painting with different brush sizes and tools and the effects they make</li> <li>• Explore lightening and darkening painting without the use of black and white</li> <li>• Start mixing primary colours to make a range of secondary colours- making own predictions</li> <li>• Explore painting on different surfaces, beginning to control the types of marks made</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Year 1 I need to know how to:</b></p> <ul style="list-style-type: none"> <li>-Select different brushes to explore and make marks of different thickness.</li> <li>-Apply paint with a range of tools</li> <li>-Name the primary and secondary colours</li> <li>-Apply paint to make a background using wide brushes or other tools such as sponges.</li> <li>-Use colour and painting skills and apply surface techniques</li> </ul>	<p><b>Key Vocabulary:</b> Prime, Primary &amp; Secondary colours, colour wheels, light/dark, shade, tone</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Begin to control the size of marks made with a range of painting techniques- layering, mixing media and adding texture</li> <li>• Continue to experiment in lighten and darken without the use of black/white</li> <li>• Mix colour shades and colour tones-create own colour wheels</li> <li>• Use a range of brushes to produce marks appropriate to work</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Year 2 I need to know how to:</b></p> <ul style="list-style-type: none"> <li>-Use a range of different tools to investigate mark-making e.g., different sized brushes, sponges, ends of dowel to create particular effects.</li> <li>-Mix and apply colour for purposes to represent real life, ideas and convey mood.</li> <li>-Explore adding other materials to paint to create different textures e.g., glue, sand, sawdust.</li> <li>-Mix primary colours to make secondary colours</li> </ul>	<p><b>Key Vocabulary:</b> Dab, tint, blotting</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines</li> <li>• Use light and dark within painting and begin to explore complimentary colours</li> <li>• Mix colour, shades and tones with increasing confidence</li> <li>• Confidently create different effects and textures with paint according to what they need for the task</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Year 3 I need to know how to:</b></p> <ul style="list-style-type: none"> <li>-Make a secondary colour wheel.-Mix colours effectively using the correct language e.g., shade, tint, primary and secondary.</li> <li>-Apply paint in different ways to create a particular effect/ texture e.g., dotting, scratching, splashing</li> <li>-Choose different types of brushes for specific purposes</li> <li>-Plan how paint will be applied to a painting- what area/ colour to begin with.</li> <li>-Confidently create different effects and textures with paint according to what they need for the task.</li> </ul>
<p>Sculpture &amp; Form</p> <p><b>Disciplinary Knowledge</b> Clay tile/pot Clay impressions Sculptures using natural/man made materials 3D models Collaborative work</p>	<p><b>Key Vocabulary:</b> Construct, pinch, pull, press, impression, clay slab</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Shape and model materials for a purpose e.g. pot, tile from observation and imagination</li> <li>• Impress and apply simple decoration techniques- impressed, painted, applied</li> <li>• Manipulate materials in a variety of ways- rolling, pinching and kneading</li> <li>• Use tools and equipment safely and used in the correct way.</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Year 1 I need to know how to:</b></p> <ul style="list-style-type: none"> <li>-Use a variety of techniques e.g., rolling, carving, pinching and cutting.</li> <li>-Create a variety of different textures using different tools</li> <li>-Use a wide range of natural, man-made and recycled materials to sculpt/ construct with.</li> <li>-Replicate patterns and textures in a 3D form.</li> <li>-Join objects using different adhesives.</li> </ul>	<p><b>Key Vocabulary:</b> Modify, coil, sculpture</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use equipment and media with increasing confidence and safety</li> <li>• Shape, form, construct and model from observation and imagination</li> <li>• Use rolled up paper, straws, paper, card and clay as materials</li> <li>• Use techniques such as rolling, cutting, kneading, moulding and carving to create 3D art</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Year 2 I need to know how to:</b></p> <ul style="list-style-type: none"> <li>-Handle and manipulate rigid and malleable materials e.g., clay, card and found objects to represent something known e.g., bodies/ heads and add surface texture.</li> <li>-Shape and construct from direct observation, memory or from their imagination.</li> <li>-Replicate pattern and texture in the style of a particular artist.</li> <li>-Has an awareness of natural and man-made forms.</li> <li>-Use clay to create a simple structure, smoothing and joining with care.</li> </ul>	<p><b>Key Vocabulary:</b> Layer, embed, linear, transfer</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use equipment and media with confidence and safety</li> <li>• Create shapes, form, model and construct malleable and rigid materials</li> <li>• Plan and develop understanding of different adhesives and methods of construction</li> <li>• Learn to secure work to continue at a later date</li> <li>• Produce larger ware using pinch, slab, coil techniques</li> <li>• Use language appropriate to skill and techniques</li> </ul> <p><b>Intended Outcomes:</b> <b>By the end of Year 3 I need to know how to:</b></p> <ul style="list-style-type: none"> <li>-Cut, make and combine shapes to create recognisable forms.</li> <li>-Add materials to a sculpture to create detail.</li> <li>-Scale up a design and work as a group on a collaborative piece.</li> <li>-Build in clay a functional form using 2/3 building techniques and surface decoration.</li> <li>-Identify and assemble found materials to make a new form using different joining techniques</li> </ul>

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	Year 4	Year 5	Year 6
<p>Drawing</p> <p><b>Disciplinary Knowledge</b></p> <p>Observational drawing from an object</p> <p>Observation drawing from a picture/photo</p> <p>Picture representation</p> <p>Drawing techniques- hatching, stippling etc..</p> <p>View Finders-focal point</p> <p>Grid method</p> <p>Landscapes</p> <p>Portraits</p>	<p><b>Key Vocabulary:</b></p> <p>Continue KS1 vocabulary, tone, shadow, form, scale, outline, portrait, cross hatching, blend, highlight, proportion, composing,</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Develop techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone</li> <li>Sketch lightly (no need to use rubber to correct mistakes)</li> <li>Use hatching and cross hatching to show tone and texture</li> <li>Draw for a sustained period of time at an appropriate level</li> <li>Develop drawings featuring the third dimension and perspective</li> </ul> <p><b>Intended Outcomes:</b></p> <p><b>By the end of Year 4 I need to know how to:</b></p> <ul style="list-style-type: none"> <li>Identify and draw the effect of light</li> <li>Show an awareness of space when drawing</li> <li>Make quick observational sketches to record movement or action with some accuracy</li> <li>Draw with coloured media to represent ideas and objects with increasing accuracy</li> </ul>	<p><b>Key Vocabulary:</b></p> <p>Continue KS1 vocabulary, tone, shadow, form, scale, outline, portrait, cross hatching, blend, highlight, proportion, composing, image, smudge</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects- reflections, shadows, direction of sunlight</li> <li>Develop a key element of their work- line, tone, pattern, texture</li> <li>Start to develop their own style using tonal contrast and mixed media</li> <li>Use drawing techniques to work from a variety of sources including observation, photographs and digital images</li> <li>Develop close observation skills using a variety of view finders</li> <li>Develop further simple perspective in using a single focal point and horizon</li> </ul> <p><b>Intended Outcomes:</b></p> <p><b>By the end of Year 5 I need to know how to:</b></p> <ul style="list-style-type: none"> <li>Use charcoal/pastels with confidence to show light and dark shadows</li> <li>Interpret texture with a wide range of techniques e.g. Hatching, cross hatching</li> <li>Depict movement and perspective in drawings more accurately</li> </ul>	<p><b>Key Vocabulary:</b></p> <p>Continue KS1 vocabulary, tone, shadow, form, scale, outline, portrait, cross hatching, blend, highlight, proportion, composing, image, smudge, enlarge</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Draw for a sustained period of time over a number of sessions working on one piece</li> <li>Develop their own style using tonal contrast and mixed media</li> <li>Use choice of techniques to depict movement, perspective, shadows and reflection</li> <li>Develop awareness of composition, scale and proportion</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)</li> <li>Use lines to represent movement</li> </ul> <p><b>Intended Outcomes:</b></p> <p><b>By the end of Year 6 I need to know how to:</b></p> <ul style="list-style-type: none"> <li>Select the appropriate media and techniques to achieve a particular outcome</li> <li>Change the position of the light source to create different shadow effects</li> <li>Use a series of drawings in creativity journals to plan a painting, 3D pieces or print.</li> <li>Annotate artwork to record ideas and emotions and use this to inform design ideas.</li> <li>Use a view finder to record what is in the frame.</li> </ul>
<p>Colour</p> <p><b>Disciplinary Knowledge</b></p> <p>Colour mixing</p> <p>Colour washes</p> <p>Textured effects</p> <p>Personal painting styles</p> <p>Colour wheels</p> <p>Paintings from sketches</p> <p>Colour palettes</p> <p>printing</p>	<p><b>Key Vocabulary:</b></p> <p>Application, colour wash, observational</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Confidently control types of marks made and experiment with different effects and textures- blocking in colour, washes, thickened paint creating textural effects</li> <li>Develop painting from a drawing</li> <li>Use light and dark within painting and show an understanding of complimentary colours</li> <li>Work in a style of selected artist- not copying</li> <li>Experiment with creating mood with colour</li> </ul> <p><b>Intended Outcomes:</b></p> <p><b>By the end of Year 4 I need to know how to:</b></p> <ul style="list-style-type: none"> <li>Recognise how artists use warm and cold colours and apply to their own work</li> <li>Create different colour hues by adding colours other than black or white to lighten or darken.</li> <li>Create paintings from their own sketches.</li> </ul>	<p><b>Key Vocabulary:</b></p> <p>Applicators, expressive, abstract</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Confidently control types of marks made and experiment with different effects and textures</li> <li>Mix and match colours to create atmosphere and light effects</li> <li>Create a colour palette based upon colours observed in the natural or built world</li> <li>Develop a personal style of painting, drawing upon ideas from other artists</li> <li>Sketch (lightly) before painting to combine line and colour</li> </ul> <p><b>Intended Outcomes:</b></p> <p><b>By the end of Year 5 I need to know how to:</b></p> <ul style="list-style-type: none"> <li>Plan to create a particular effect by using their gathered knowledge of various tools and techniques.</li> <li>Explore the use of colour in texture.</li> <li>Use a range of paints e.g., acrylic, oil, watercolours to create pieces.</li> <li>Create a colour wheel to show relationships between primary colours, secondary colours and tertiary colours.</li> </ul>	<p><b>Key Vocabulary:</b></p> <p>Contour, weathered surface, textural</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of painting- through the development of colour, tone and shade</li> <li>Purposely control the types of marks made and experiment with different effects and textures- including, blocking in colour, washes, thickened paint creating textural effects</li> <li>Combine colours, tones and tints to enhance the mood of a piece</li> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces</li> </ul> <p><b>Intended Outcomes:</b></p> <p><b>By the end of Year 6 I need to know how to:</b></p> <ul style="list-style-type: none"> <li>Show the effect of light and colour, texture and tone on natural and manmade objects</li> <li>Use sketches from observation to help plan a painting, using studies from different viewpoints.</li> <li>Create a wide colour palette, demonstrating their mixing techniques.</li> <li>Use a range of paints e.g., acrylic, oil, watercolours to create pieces.</li> </ul>
<p>Sculpture &amp; Form</p> <p><b>Disciplinary Knowledge</b></p> <p>Clay models joining two pieces together</p> <p>Wire sculptures</p> <p>3D sculptures</p> <p>Clay finishes</p>	<p><b>Key Vocabulary:</b></p> <p>Cast, mould, embellish, malleable, modroc</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Work in a safe, organised way, caring for equipment used</li> <li>Include texture that conveys feelings, expression or movement</li> <li>Make slip to join two pieces of clay</li> <li>Use recycled, natural and man-made materials to create sculptures</li> <li>Adapt work when necessary and explain why</li> <li>Use language appropriate to skill and technique</li> <li>Model over an armature- newspaper frame, e.g. Modroc</li> </ul> <p><b>Intended Outcomes:</b></p> <p><b>By the end of Year 4 I need to know how to:</b></p> <ul style="list-style-type: none"> <li>Create textured surfaces using variety of tools.</li> </ul>	<p><b>Key Vocabulary:</b></p> <p>Sculpture, glaze, combine</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Work in a safe organised way, caring for equipment. Secure work to continue at a later date</li> <li>Show experience in combining, pinching, slabbing and coiling to produce end pieces- clay</li> <li>Develop understanding of different ways of finishing work- glaze, paint, polish</li> <li>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining</li> </ul> <p><b>Intended Outcomes:</b></p> <p><b>By the end of Year 5 I need to know how to:</b></p>	<p><b>Key Vocabulary:</b></p> <p>Position, slip, sculpture, abstract, interpretation, carve, relief</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>Model and develop work through a combination of pinch, slab and coil</li> <li>Show life like qualities and real-life proportions or, if more abstract, provoke different interpretations</li> <li>Use tools to carve and add shapes, textures and patterns</li> <li>Demonstrate experience in relief and freestanding work using a range of media</li> <li>Use frameworks ( such as wire or moulds) to provide stability and form</li> <li>To recognise sculpture and form in the environment</li> </ul> <p><b>Intended Outcomes:</b></p> <p><b>By the end of Year 6 I need to know how to:</b></p>



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	<ul style="list-style-type: none"> <li>-Construction a structure in linear or soft media before covering the surface to make a form e.g., Modroc or papier mache.</li> <li>-Choose the most effective method to join their construction/sculpture.</li> <li>-Respond to sculptures and craft artists to help them adapt and make their own work.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture and/or colour.</li> <li>-Explore the properties of different media to inform their design</li> <li>-Discuss and evaluate their own work and that of other sculptors' work</li> <li>-Recreate 2D images into 3D form looking at one area e.g., recreate a landscape or figure focusing on form/ surface</li> <li>-Develop cutting and joining skills e.g., using wire, slip.</li> </ul>	<ul style="list-style-type: none"> <li>-Fully plan, design a sculpture considering all the techniques and knowledge they have acquired.</li> <li>-Combine different materials to create a 3D sculpture.</li> <li>-Use their own study of a 3D work from a variety of genres/ cultures to develop their own response through models, experimentation and design stages.</li> <li>-Make imaginative use of their knowledge of tools, techniques and materials to express their own ideas and emotions.</li> </ul>
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