



High Aspirations, Bright Futures



Meadowhead Juniors Primary School

Art and Design

Progression of knowledge and skills - Sculpture

	Sculpture	
	Substantive	Disciplinary
Year 3 - Making animated drawings	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</p> <p>That clay and Modroc are soft materials which finally dry/set hard. Telling Stories An armature is an interior framework which support a sculpture.</p> <p>Understand that articulated drawings can be animated. Animated Drawings</p>	<p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure.</p> <p>Make an armature to support the sculpture.</p> <p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. Animated Drawings</p>
Year 4 - Sculpture Structure	<p>Understand that a plinth is a device for establishing the importance or context of a sculptural object.</p> <p>Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object.</p> <p>To understand that sometimes people themselves can be the object, as in performance art.</p>	<p>Test and experiment with materials.</p> <p>Practise drawing skills</p> <p>Make visual notes to record ideas and processes discovered through looking at other artist</p> <p>Reflect</p> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and</p>



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	<p>To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks</p>	<p>take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making</p>
<p>Year 5 - Architecture: Dream Big</p>	<p>Understand that set designers can design/make sets for theatres or for animations.</p> <p>Understand that designers often create scaled models to test and share ideas with others.</p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture: Big or Small Fashion Design</p>	<p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc</p> <p>Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation.</p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.</p> <p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building</p>



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Year 6 - Take a seat

Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Exploring Identity Take a Seat

Understand that artists and designers add colour, texture, meaning and richness to our life. Brave Colour Exploring Identity Take a Seat

Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future

Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. Take a Seat

Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....").

Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team.

Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.