**Progression of skills – 3D**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Foundation** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Enjoy using a variety of malleable media such as clay, pipe cleaners, playdough and Salt dough.  Impress and apply simple decoration.  Cut shapes using scissors and other modelling tools.  Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. Junk Modelling  Use language appropriate to skill and technique.  Look and talk about what they have produced, describing simple techniques and media used. | Continue to experiment in a variety of malleable media.  Shape and model materials for a purpose,  e.g. tile from observation and imagination.  Continue to manipulate malleable materials in a variety of ways including rolling and pinching.  Impress and apply simple decoration techniques by making impressions or painting.  Begin to understand how to use tools and equipment safely and in the correct way.  Use language appropriate to skill and technique.  Explore the work of a range of artists. Look at and talk about own work and that of others. Give opinions on own work. | Use equipment and media with increasing confidence.  Form and construct from observation and imagination.  Use a sketchbook to plan and develop simple ideas.  Explore a range of techniques. Build on rolling and pinching from year 2. Try kneading and begin to create sculptures which attach 2 pieces together.  Explore carving as a form of 3D art (clay).  Use language appropriate to skill and technique.  Explore the work of a range of artists, describing the differences and similarities. Begin to make links to their own work.  Discuss own work and others work, expressing thoughts and feelings. Begin to identify changes they might make or how their work could be developed further. | Use equipment and media with confidence.  Model over an armature: newspaper frame for Modroc or papier mache. (Egyptian masks!)  Join two parts successfully (papier mache).  Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.  Produce more intricate surface patterns/ textures and use them when appropriate.  Use language appropriate to skill and technique.  Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities.  Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.  Identify changes they might make or how their work could be developed further. | Work in a safe, organised way, caring for equipment.  Recognise sculptural forms in the environment.  Use recycled, natural and man‐made materials to create sculptures.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Adapt work as and when necessary and explain why.  Gain more confidence in carving as a form of 3D art.  Use language appropriate to skill and technique.  Show awareness of the effect of time upon sculptures.  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.  Begin to explore a range of great artists, architects and designers in history. | Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.  Make a slip to join to pieces of clay. Develop techniques when modelling clay eg: coiling, slab etc and compare and evaluate these. Develop understanding of different ways of finishing work: glaze, paint, polish.  Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture.  Adapt work as and when necessary and explain why.  Use language appropriate to skill and technique.  Discuss and review own and others work, expressing thoughts and  feelings, and identify  modifications/ changes and see how they can be developed further.  Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them. | Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.  Show experience in combining pinch, slabbing and coiling to produce end pieces. Solve problems as they occur.  Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.  Demonstrate experience in relief and freestanding work using a range of media.  Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.  Use language appropriate to skill and technique.  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.  Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them. |