



ART Curriculum Map

SCULPTURE & COLLAGE

Year	Knowledge	Skills	Vocabulary
EYFS	<p>Exploring and using media and materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Suggested EYFS Collage Artists – Eric Carle, Scott Bergey, Terry Garrett</p> <p>Suggested EYFS Sculpture Artists – Antony Gormley, David Mach, Rodger Stevens</p>	<p>Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art and stories.</p> <ul style="list-style-type: none"> - <i>Handling, manipulating, feeling and enjoying using materials</i> - <i>Constructing</i> - <i>Building and destroying</i> - <i>Shape and model</i> - <i>Simple collages</i> 	
1	<ul style="list-style-type: none"> • Following exploration of different media, know how a range of materials can be used creatively to design and make products and express ideas • Recognise and have an understanding of : colour, pattern, texture, line, shape, form and space • Recognise 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>Suggested Year 1 Collage Artists – Lauren Child, Kurt Schwitters, Amy Schimler-Safford</p> <p>Suggested Year 1 Sculpture Artists – Nils Udo, Michelle Reader, Barbara</p>	<ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Generating ideas</p> <ul style="list-style-type: none"> • Recognise that ideas can be expressed in art work • Experiment with an open mind <i>(for instance, they enthusiastically try out and use all materials that are presented to them.</i> <p>Making</p> <ul style="list-style-type: none"> • Try out a range of materials and processes and recognise that they have different qualities • Use materials purposefully to achieve particular characteristics or qualities <p>Evaluating</p> <ul style="list-style-type: none"> • Show interest in and describe what they think about the work of others <p>Sculpture from nature / Plasticine and junk modelling</p> <ul style="list-style-type: none"> - <i>Construct</i> - <i>Make simple joins</i> - <i>Use materials to make known objects for a purpose</i> - <i>Carve</i> - <i>Pinch and roll coils and slabs using modelling media</i> - <i>Collage</i> - <i>Sort textures according to specific qualities</i> - <i>Using textiles to create things</i> 	<p>Roll, knead, sculpt(ure), texture, construct</p>



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<p>2</p>	<p>Hepworth</p> <p>Suggested Year 2 Collage Artists – Ashley Barron, Elizabeth Gower, Kate Slater</p> <p>Suggested Year 2 Sculpture Artists – Diana Komater, Martin Senn, Andy Goldsworthy</p>	<ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Generating ideas</p> <ul style="list-style-type: none"> • Try out different activities and make sensible choices about what to do next • Use drawing to record ideas and experiences <p>Making</p> <ul style="list-style-type: none"> • Deliberately choose to use particular techniques for a given purpose • Develop and exercise some care and control over the range of materials they use (<i>for instance, they do not accept the first mark but seek to refine and improve</i>) <p>Evaluating</p> <ul style="list-style-type: none"> • When looking at creative work express clear preferences and give some reasons for these (<i>for instance, be able to say “I like that because...”</i>) <p>Clay Carving Straws and spaghetti</p> <ul style="list-style-type: none"> - Awareness of natural and manmade forms - Expression of personal experience and ideas - To shape and form from direct observation (<i>malleable and rigid materials</i>) - Decorative techniques - Collage - Overlapping and overlaying to create effects 	<p>Join, slip, form, malleable, natural, man-made, form, recycled</p>
<p>3</p>	<ul style="list-style-type: none"> • Understand how sketchbooks can help them to review and revisit ideas • Develop knowledge of a larger and more sophisticated range of materials, understanding how they can be used most appropriately • Understand what to look for when assessing their own work both for success and improvements • Knowing that no single artist is better than another and celebrate individuality within their own work 	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Gather and review information, reference and resources related to their ideas and intentions • Use a sketchbook for different purposes, including recording observations, planning and shaping ideas <p>Making</p> <ul style="list-style-type: none"> • Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques • Select, and use appropriately, a variety of materials and techniques in order to create their own work <p>Evaluating</p>	<p>Surface, transparent, opaque, manipulate</p>



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	<ul style="list-style-type: none"> • Consider great artists, architects and designers in history <p>Suggested Year 3 Collage Artists – Martin Haake, Nick Gentry, Tracey English</p> <p>Suggested Year 3 Sculpture Artists/Architect – Alberto</p>	<ul style="list-style-type: none"> • Take time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like and what they will do next)</i> <p>Clay thumb pots Pipe cleaners and foil</p> <ul style="list-style-type: none"> - <i>Shape, form, model and construct (malleable and rigid materials)</i> - <i>Plan and develop</i> - <i>Understanding of different adhesives and methods of construction</i> - <i>Aesthetics</i> 	
4	<p>Giacometti, Celia Smith, Zaha Hadid</p> <p>Suggested Year 4 Collage Artists – Mark Hearld, Romare Bearden, Lynn Whipple</p> <p>Suggested Year 4 Sculpture Artists/Architect – David Oliveira, Richard Shilling, Frank Lloyd-Wright</p>	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Generating ideas</p> <ul style="list-style-type: none"> • Select and use relevant resources and references to develop their ideas • Use sketchbooks, and drawings, purposefully to improve understanding, inform ideas and plan for an outcome <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome)</i> <p>Making</p> <ul style="list-style-type: none"> • Investigate the nature and qualities of different materials and processes systematically • Apply the technical skills they are learning to improve the quality of their work <i>(for instance, in painting they select and use different brushes for different purposes)</i> <p>Evaluating</p> <ul style="list-style-type: none"> • Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve <p>Clay relief Using tools with clay Coil pots Spills</p> <ul style="list-style-type: none"> - <i>Plan and develop</i> - <i>Experience surface patterns and textures</i> - <i>Discuss own work and work of other sculptors</i> - <i>Analyse and interpret natural and manmade forms of construction</i> - <i>Observation and design of textural art</i> - <i>Create mood, feeling and movement</i> 	Carve, weave, embroider, tapestry
5	<p>Suggested Year 5 Collage Artists – Morgana Wallace, Teesha Moore, Richard Hamilton</p>	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Generating ideas</p> <ul style="list-style-type: none"> • Engage in open ended research and exploration in the process of initiating and developing their own personal ideas 	



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	<p>Suggested Year 5 Sculpture Artists/Architect – Candice Bees, Diana Beltran Herrera, Frank Gehry</p>	<ul style="list-style-type: none"> Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information <p>Making</p> <ul style="list-style-type: none"> Confidently investigate and exploit the potential of new and unfamiliar materials (<i>for instance, try out several different ways of using tools and materials that are new to them</i>) Use their acquired technical expertise to make work which effectively reflects their ideas and intentions <p>Evaluating</p> <ul style="list-style-type: none"> Regularly analyse and reflect on their progress taking account of what they hoped to achieve <p>Additions to clay Spills Rigidity</p> <ul style="list-style-type: none"> <i>Plan and develop ideas</i> <i>Shape, form, model and join</i> <i>Observation or imagination</i> <i>Properties of media</i> <i>Discuss and evaluate own work and that of other sculptors</i> <i>Select and use materials</i> <i>Embellish work</i> <i>Use stories, music and poems as stimuli</i> 	
6	<p>Suggested Year 6 Collage Artists – Grahame Baker-Smith, Robert Rauschenberg, Anne Marie Grgich</p> <p>Suggested Year 6 Sculpture Artists/Architect – Kendra Haste, Henry Moore, Ruth Asawa, Peter Eisenmen</p>	<ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Generating ideas</p> <ul style="list-style-type: none"> Independently develop a range of ideas which show curiosity, imagination and originality Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (<i>for instance, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used</i>) <p>Making</p> <ul style="list-style-type: none"> Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work <p>Evaluating</p> <ul style="list-style-type: none"> Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work 	



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		Application of skills Applying techniques appropriately <ul style="list-style-type: none">- Plan and develop ideas- Shape, form, model and join- Observation or imagination- Properties of media- Discuss and evaluate own work and that of other sculptors- Develops experience in embellishing- Applies knowledge of different techniques to express feelings- Work collaboratively on a larger scale	
	<u>**Secondary Ready skills – Magna Learning Partnership</u> <ul style="list-style-type: none">**Understand a colour wheel – what are the primary and secondary colours** Mixing colours** Copying a picture using scale and proportion** What are different medias (pen, pencil, chalk, pastel)**Name the elements of art – line, colour, texture, pattern, shape		