Hillstone Primary School Progression Map
Art and Design
3D
Intent:
In art and design, children will explore a range of materials including their properties. The children will learn the difference between malleable and non-malleable materials and how to deconstruct and construct using a range of tools safely. The children will know the difference between 2D and 3D artwork. They will learn about famous artists who sculpt and model and work in the style of said artists. Sculpting and creating 3D models will help children develop their fine and gross motor skills as well as improving their visual-spatial and observation skills.

|  | EYFS |  | Key Stage One |  | Lower Key Stage Two |  | Upper Key Stage Two |  |
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|  | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Skills and Knowledge | Manipulate and play with varied materials. | Create with a range of varied materials. | Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing, and smoothing. Malleable materials include rigid and soft materials, such as clay, plasticine, and salt dough. | Sculpt natural forms from observation, imagination, and memory. Natural forms are objects found in nature and include flowers, pinecones, feathers, stones, insects, birds, and crystals. | Construct a simple base for extending and modelling other shapes. <br> The base is what the sculpture is attached, fixed, or mounted on. | Use clay to create a detailed 3D form. <br> Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. | Create a relief form using a range of tools, techniques, and materials. <br> Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or basrelief sculptures do not project far out of the surface and are visibly attached to the background. | Create a 3D form using malleable materials in the style of a significant artist, architect, or designer. <br> A 3D form is a sculpture made by carving, modelling, casting or constructing. |


|  | Make simple models which express ideas. | Join materials together e.g., adhesive tape, different types of glue. | Use basic tools to help deconstruct and then construct. <br> Tools like scissors enable us to deconstruct materials. Tools like masking tape, glue sticks and elastic bands enable us to construct materials together. | Create a 3-D form using malleable or rigid materials, or a combination of materials. <br> Combinations of materials (such as wire, paper, fabric, string, card) can be transformed into sculpture by deconstructing (cut, tear, bend, fold) and constructing (tie, fasten, bind, stick). | Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually. <br> Combinations of materials (such as wool, string, found objects, wire, paper, fabric, card) can be transformed into sculpture and bought together in a variety of ways both technically and visually. | Make a slip to join two pieces of clay. <br> A slip is a mixture of clay and water used to glue the join together. | Gain experience in modelling over an armature. <br> An armature is a skeleton or framework used to support a figure being modelled. This can be done using newspaper and Modroc or wire and clay for example. | Show <br> experience in combining pinch, slabbing, and coiling to produce end pieces. <br> Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3$D$ forms. |
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|  | Join different materials and explore different textures. | Use tools to cut materials e.g., scissors. | Use tools and equipment safely and in the correct way. <br> Tools can be dangerous if they are not used as intended. |  | Join two parts successfully. <br> The different joining techniques I can use include tying, folding, sticking, sewing, taping, bracing, and slotting as well as making | Finish sculptures in different ways. Sculptures can be finished off by glazing, polishing and/or painting. | Create sculptures using wire. Wire sculpture is the creation of sculpture using wire. | Confidently carve a simple form. <br> Carving is the act of using tools to shape something from a material by scraping away portions of that material. |



| End points |  |  |  |  |  |  |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Children will manipulate, experiment and play with a wide variety of materials and textures. They will create simple models using some constructing and deconstructing techniques. They will experience using malleable material and use a range of household recycling to make junk models. | Children will be able to design and make 3D art to express their ideas. They will learn a range of different construction and deconstruction techniques as well as how to manipulate malleable materials using different techniques. | Children will begin to use equipment and media with confidence. They will create 3D forms using a range of different materials and sculpt natural objects. | Children will use equipment with more confidence. They will be able to construct a simple base for the sculpture and join parts of their work together. They will construct using a variety of materials exploring how to bring them together. | Children will be able to use clay to create detailed 3D forms. They will learn how to make a slip to join two piece of clay and finish off sculptures in different ways. | Children will be able to create a relief form using a range of tools and techniques as well as producing a model over an armature and create wire sculptures. | Children will create a 3D form in the style of a significant artist. They will develop their techniques when using clay and will be able to carve a simple form. |

