



Progression Map Overview Sculpture

National Curriculum for Art & Design

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to improve their mastery of art and design techniques, including sculpture
- to use a range of techniques to record their observations

Sculpting helps artists develop a range of skills such as self-discipline through learning patience, development of artistic abilities and observation skills. They will learn how to watch the world in full detail, appreciating nature and their environment and be more considerate in looking at part of an object. Sculpting challenges the imagination and enables development of techniques in honing creativity. Sculpting also helps to develop manipulative skills. Students will learn how to associate three dimensional shapes and objects to make an art piece. Analytical skills can also be greatly developed through sculpture. They will be able to learn how certain objects or shapes work and what importance it has to other objects. Culture can also be appreciated through sculpting. The culture of a society can be projected in a simple piece of clay through the talented hands of a person. Whenever this is done, the culture of a society or a group of people cannot only be appreciated by the one who did the art but also the people who will be able to see the sculpture.

EYFS- Emphasis on open-ended sensory exploration

Familiarity of natural, recycled and man-made resources.

Representing objects both seen and imagined via the use of natural, recycled and man-made mediums.

KS1- Beginning to consider purpose for sculpting.

Emphasis on developing the process of joining, shape, and size.



Beginning to identify and apply texture using tools.


KS2- Developing techniques in honing their talents and creativity.


Accurate scaling and representation.

More proficient in explaining processes using appropriate language.

Progression Mapping: Art and Design –Sculpture

Year Group	Knowledge	Skill	Exemplar Material
Nursery	<ul style="list-style-type: none"> • Explores and begins to describe how things feel. • Knows that some materials such as clay, play dough, plasticine and recycled, and manmade materials can be used to create something else. • Knows that decoration can be impressed or implied to a malleable, natural, recycled or manmade material. 	<ul style="list-style-type: none"> • Enjoy using a variety of malleable media such as clay, play dough, plasticine. • Builds a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. • Presses and applies simple decoration. 	
Reception	<ul style="list-style-type: none"> • Beginning to be interested in and describe the texture of things. • Knows that some materials such as clay, play dough, plasticine and recycled, and manmade materials can be used to create something else. • Knows that decoration can be impressed or implied to a malleable, natural, recycled or manmade material. • Knows that scissors and cutters can be used to separate materials. • Knows that materials can be joined using other material such as tape, glue and string. 	<ul style="list-style-type: none"> • Experiments to create different textures using a range of malleable materials. • Enjoy using a variety of malleable media such as clay, play dough, plasticine. • Impress and apply decoration. • Cut shapes using scissors and other modelling tools. • Build and join a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. 	
Year 1	<ul style="list-style-type: none"> • Knows that some materials such as clay, play dough and plasticine can change form. • Knows how materials can change form; clay needs to be rolled, pinched, or kneaded. 	<ul style="list-style-type: none"> • Experiment in a variety of malleable media such as clay. • Shape and model materials for a purpose. 	

	<ul style="list-style-type: none"> • Knows that simple decoration can be impressed or implied to a malleable, natural, recycled or manmade material with a purpose in mind. • Know that tools can be used to change materials and knows how to use them safely. 	<ul style="list-style-type: none"> • Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Impress and apply simple decoration techniques, including painting. • Use tools and equipment safely and in the correct way. 	
Year 2	<ul style="list-style-type: none"> • Knows how to use media and equipment correctly to change materials. • Knows the steps to create an imaginary or realistic form using modroc. 	<ul style="list-style-type: none"> • Use equipment and media with increasing confidence. • Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. Structure etc. 	
Year 3	<ul style="list-style-type: none"> • Knows how to plan and develop ideas using sketches. • Knows how to use media and equipment correctly to change materials. • Knows the steps, and can explain them, to create a 3D imaginary or realistic form using clay using pinch, slab and coiling techniques. • Knows how to make a slip to join two parts together. • Knows how to add intricate surface patterns to clay and use the appropriate tools. 	<ul style="list-style-type: none"> • Use equipment and media with confidence. • Begin to show an awareness of objects having a third dimension and perspective. • Join two parts successfully. • Use a sketchbook to plan, collect and develop ideas, and to record media explorations and experimentations as well as try out ideas. • Produce more intricate surface patterns/ textures and use them when appropriate. • Produce larger ware using pinch/ slab/ coil techniques. 	

		<ul style="list-style-type: none"> • Make a slip to join to pieces of clay. • Develop understanding of different ways of finishing work: glaze, paint, polish • Use language appropriate to skill and technique. 	
Year 4	<ul style="list-style-type: none"> • Knows how to organise their workspace with regard to looking after equipment. • Knows how to clean and store materials and equipment safely and appropriately. • Knows how to build an armature and build over it so that it resembles a design. • Knows how to adapt work when necessary. • Knows how to explain the steps they took using appropriate language. 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. • Secure work to continue at a later date. • Model over an armature: newspaper/wire frame for Modroc. • Adapt work as and when necessary and explain why. • Use language appropriate to skill and technique. 	
Year 5	<ul style="list-style-type: none"> • Knows how to successfully join materials so the model remains intact. • Knows how to store and secure work so it can be continued at a later date. • Know how to upscale a design. • Knows how to explain the steps they took using appropriate language. 	<ul style="list-style-type: none"> • Have a clear understanding about how to join materials so that the model remains intact. • Work in a safe, organised way, caring for equipment. • Secure work to continue at a later date. • Use materials to create sculptures, confidently, successfully joining pieces together. • Upscale a design. • Use language appropriate to skill and technique 	

Year 6	<ul style="list-style-type: none"> • Knows which tools and equipment are appropriate for the task. • Knows how to safely use and look after equipment and tools. • Knows how to store and secure work so it can be continued at a later date. • Knows how to build an armature or foundation and then build over it with malleable material. • Knows how to finish work with paint or a glaze. • Knows how to explain the steps they took using appropriate language. 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Select appropriate tools and equipment. • Secure work to continue at a later date. • Work around armatures or over constructed foundations. • Demonstrate experience in the understanding of different ways of finishing work: glaze, paint. • Demonstrate experience in relief and freestanding work using a range of media. • Recognise sculptural forms in the environment: Furniture, buildings • Solve problems as they occur. • Use language appropriate to skill and technique. 	
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