



Progression of skills and knowledge in Art and Design

The first two areas of learning - Exploring and developing ideas and Evaluating and developing work – are ongoing and so weave throughout every other art medium. Nursery and Reception knowledge and skills and how they feed in to the KS1 curriculum are outlined in the EYFS Art and Design Knowledge and Skills Organiser.

Area of learning	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	Use lines and shapes to create representations. Experiment with colour, design, texture, form and function.	Explore ideas from first hand observation, experience and imagination.	<p>Begin to record and explore ideas from first hand observation, experience and imagination.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers working in different times and cultures.</p>	<p>Explore ideas for different purposes.</p> <p>Question and make thoughtful observations.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination and explore ideas for different purposes, including the use of ICT.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination and explore ideas for different purposes, including the use of ICT.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
Evaluating and developing work	Select appropriate resources and adapt work when necessary. Talk about what they have made.	Review what they and others have done and say what they think and feel about it.	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or</p>	<p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

			develop in their future work.		Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
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Drawing using a variety of materials

Year group	National Curriculum	Additional Skills	Knowledge	Key Vocabulary
N	<i>See EYFS Design and Technology knowledge organisers</i>			
R	<i>See EYFS Design and Technology knowledge organisers</i>			
1	Use a variety of drawing tools to begin to explore the use of line, shape and colour – these could include; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.	<ul style="list-style-type: none"> -Observe the shapes of bodies and begin to draw them more accurately. -Know that a face is comprised of different shapes, observe these in isolation and practise drawing these. 	<ul style="list-style-type: none"> -Know how to use pencils to create lines of different thickness in drawings. -Know how to correctly hold and use tools for drawing, using a pincer grip. -Know how to draw lines that are curved, straight, looped, wavy, zig-zag, dashed, dotted. -Develop the control of the pencil for detail in their pictures. -Know how to use charcoal and pastel to produce basic shapes when drawing. 	Pencil, pencil grip, lines, shapes, straight, curved, wavy, dashed, dotted, zig-zag, looped pattern, look closely.
2	Experiment with the visual elements; line, shape, pattern and colour.	<ul style="list-style-type: none"> -Draw for a sustained period, focusing on details on an object -Draw bodies, beginning to consider proportion. -Draw faces with more detail than previously shown, considering the size and position of e.g. features in relation to each other. -Control the types of marks made with a range of media – pencils, crayons, rubbers, pastels, felt-tips, charcoals, pens, chalk. 	<ul style="list-style-type: none"> - Know how to use charcoal, pencil and pastel to create art. -Know that a pencil can be applied using a variation in pressure (pincer grip) to create different densities of line -Know how to begin to add pattern and texture by adding dots and lines. - Know how to select and use lines for different purposes - spiral, vertical and horizontal lines. -Begin to understand that there are different grades of pencil and they make different marks. 	Spiral, vertical, horizontal, grade of pencil B, H, HB, soft, hard, texture, form, space, proportion, size, shape, detail, observe, close looking, face, features

			-Know how and why to select and use three different grades of pencil when drawing.	
3	<p>Use their sketchbooks to collect and record visual information from different sources.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<ul style="list-style-type: none"> - Begin to use the side of the pencil to add shading to detail. -Begin to use shape and colour to represent reflection. -Plan, refine and alter their drawings as necessary. - Recognise the difference between hatching and cross-hatching. -Sketch lightly, know that there is no need to use a rubber to correct mistakes - Use a sketchbook to plan, collect and develop ideas. Record media explorations and experimentations as well as try out ideas. 	<ul style="list-style-type: none"> -Know how to show basic facial expressions (happiness, sadness) in art and observe the composition and proportion of a range of people's different facial features. -Know how to use different grades of pencil to shade and to show different tones and texture. -Know that H pencils are lighter and B pencils are darker. -Know how to apply the techniques of hatching and cross hatching when drawing. 	<p>Cross hatching, hatching, contour hatching, lighter shading effect, pressure, angles, different pencil densities, dimension, observe, H pencils lighter, B pencils darker, depth, dimension, observe</p>
4	<p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<ul style="list-style-type: none"> -Alter and refine drawings and describe the changes using the appropriate art vocabulary. -Explain the effect of different pencils. -Evaluate their work and make appropriate changes, using their sketchbooks to develop ideas. 	<ul style="list-style-type: none"> -Know how to show facial expressions in sketches and paintings. -Know how to use marks and lines to show texture. - Know how to use line, tone, shape and colour to represent reflection. -Know when to use cross-hatching, hatching and contour hatching. 	<p>Cross hatching, hatching, contour hatching, lighter shading effect, pressure, angles, different pencil densities, dimension, observe, H pencils lighter, B pencils darker, depth, dimension, observe</p>
5	<p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<ul style="list-style-type: none"> - Experiment by using marks and lines to produce texture. -Work in a sustained and independent way from observation, experience and imagination. 	<ul style="list-style-type: none"> - Know how to use shading to create mood and feeling. -Know how to represent body language when drawing. 	<p>Pencil, effect, light, pencil hatching, shading, cross hatching,</p>

		<ul style="list-style-type: none"> -Create a plan in sketchbooks and annotate this with opinions, thoughts and feelings. -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 -Start to develop their own style using tonal contrast and mixed media. 	<ul style="list-style-type: none"> - Know how to organise line, tone, shape and forms in movement. -Know how to apply the techniques and specific vocabulary of stumping, smudging and stippling -Identify the differences between hatching, cross-hatching, contour hatching, smudging and stumping and stippling and discuss when it is suitable to choose a particular technique. 	<ul style="list-style-type: none"> stumping, smudging, stippling, lighter shading effects, pressure, darker shading effects, pressure, angles, light hatching effects, contour hatching
6	<p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space colour and shape.</p>	<ul style="list-style-type: none"> -Use shading and perspective to create form and texture. -Observe the positions of people in action. -Develop ideas using different or mixed media. - Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. -Adapt their work according to their views and describe how they might develop it further. -Annotate work in sketchbook. 	<ul style="list-style-type: none"> - Know that holding the pencil at varying angles and applying pressure will create different light and hatching effects and experiment with this. -Know that light can affect the appearance of people and objects from different directions. -Know that shadows add depth and dimension to drawn objects -Identify the differences between all drawing techniques and their appropriateness to the task and media e.g. hatching, crosshatching, contour hatching and stippling. -Discuss when it is suitable to choose a particular technique. -Identify the differences between pencil grades and select for effect when producing sketches. -Know that other media (charcoal, pastel, chalk) can be applied in a range of ways to create different effects (e.g. dashing, feathering, scumbling, blending, smudging) 	<ul style="list-style-type: none"> Dashing, feathering, scumbling, embossing, angles, pressure, silhouette, depth, dimension, blending, movement, depth, shadow, hatching, crosshatching, contour hatching, stippling, stippling, smudging

Painting

Year group	National Curriculum	Additional Skills	Knowledge	Key Vocabulary
N	<i>See EYFS Design and Technology knowledge organisers</i>			
R	<i>See EYFS Design and Technology knowledge organisers</i>			
1	Use a variety of painting tools and techniques including the use of different brush sizes and types.	<ul style="list-style-type: none"> -Explore paintbrushes of different thicknesses to produce lines of different widths -Begin to explore watercolours and the effect it gives within the continuous provision -Explore paint mixing within the continuous provision. -Experiment with printing technique using block printing and a range of classroom resources to see the type of pattern they create -Make rubbings -Make repeated patterns and recognise these in the environment 	<ul style="list-style-type: none"> -Know that red, yellow and blue are the primary colours. -Know how to make green, orange and purple by combining primary colours. -Know what happens when white and black are added to primary colours. -Know that different sized paintbrushes make different strokes and lines. -Know that before the brush is added to a new colour, excess water needs to be blotted. -Know that if 2 wet paint colours are next to each other they will run into each other. 	Paint, primary, secondary, colour names, blot, brush, grip, mix
2	Experiment with tools and techniques inc. layering, mixing media, scraping through etc.	<ul style="list-style-type: none"> -Mix paints of an appropriate consistency and know how to rectify when the paint is too runny or too thick -Explore using different types of paint – poster, powder and water colour -Mix colours to match a picture -Choose and use the correct paintbrush when adding detail. -Explore how to print using a range of objects for effect. Use the block printing technique to work in the style of contemporary artists. -Design patterns of increasing complexity and repetition. -Press print using tiles to create repeating patterns. Explore how designers and printmakers can repeat the same pattern or 	<ul style="list-style-type: none"> -Know how to mix secondary colours from the primary colours -Know how to create tints by adding only white -Know how to create shade by adding only black -Know that a ‘hue’ is the term for the name of the primary and secondary colours without tints or shades added -Know how to create brown with paint -Know that colours can elicit an emotional response; some colours are ‘warm’ colours and some colours are ‘cold’ colours. Make conscious colour choices when painting -Know that water can be mixed with primary or secondary colours to dilute colour and create a wash. -Understand that when working with paint that sometimes an artist needs to produce the piece of 	Tints, shades, hues, primary colours, secondary colours, thickness of brush, poster paint, powder paint, water colour, wash, warm colours, cold colours, opaque, transparent, runny

		can use techniques such as layering in their work.	work in stages to allow the paint to dry before adding on the next colour. -Understand how a wash can be applied over other media e.g. wax, oils to make a resist image	
3	Experiment with different effects and textures, inc. blocking in colour, washes, thickened paint etc.	-To apply knowledge of colour mixing the primary and secondary colours to produce shades appropriate to the task. -Explore with poster paint and water colours and select which to use appropriate to the desired artistic effect. -Describe colours by objects e.g. sunshine yellow, raspberry pink -Carry out resist printing techniques including marbling	-Know that when you add grey to a colour you make a tone. -Know how to use the primary colours and secondary colours to make all secondary and tertiary colours. -Know the different types of paint and their properties – poster paint, powder paint and water colours. -Know that poster / powder paint gives a more vibrant bold effect and that watercolours are more muted, subdued and softer -Know some of the complimentary colours and how to apply them in their art (e.g. yellow and purple, green and red) -Know what complimentary colours are and what happens when they are mixed together.	Tone, effects, textures, complimentary colours, bold, vibrant, subdued, muted, softer.
4	Use more specific colour language e.g. tint, tone, shade and hue, showing increasing independence and creativity with the painting process.	-Use primary colours to make secondary and tertiary colours effectively and apply when painting. -Blend with water colours. -Explore how blurred lines a can be achieved by painting. -Mix and use tints, shades and tones.	-Know how to mix flesh colours on hands and faces. -Know how to use colours to reflect mood in artwork. -Know that paint can be applied in different ways (using the paintbrush) to create straight lines and detail (e.g. side and tip of the brush) -Know that paint can be mixed with different media (e.g. sand, wood shavings) to create new effects and texture. -Know and explain the different types of paint have on a painting. -Know which tools and materials to use to make blurred and straight lines.	Blurred lines, straight lines, texture, blend, tints, shades, tones, primary, secondary, tertiary colours.
5	Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.	-Use complimentary and contrasting colours. -Use stippling technique learnt using pencil and apply to using paint.	-Know that colours are named using the root primary colour - i.e. blue-green, red-purple -Identify a focal point in a painting -Explain how to colour match. -Explain how colour can create a focal point.	Harmonising colours, contrasting colours, hues, tints, shades,

		<ul style="list-style-type: none"> -Use primary colours to create secondary and tertiary colours and vary shades and tones appropriately to the task. -Apply the techniques of stippling, washing, splattering, under painting and layering when using acrylic paint. -Work in a sustained and independent way from observation, experience and imagination. -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 start to develop their own style using tonal contrast and mixed media. -Explore printing on fabric, selecting the appropriate printing technique. 	<ul style="list-style-type: none"> -Explain the difference between complimentary and contrasting colours (acrylic). -Know which type of paint works most effectively when stippling. -Know how to use smudging techniques when painting. -Know how to use acrylic paint. 	<p>root primary colour, tonal contrast, stippling, smudging, primary, secondary and tertiary colours, acrylic paint, splattering, underpainting, layering, washing.</p>
6	<p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p>	<ul style="list-style-type: none"> -Use shading and perspective to create form and texture. -Observe the positions of people in action. -Develop ideas using different or mixed media. -Use primary colours to create secondary and tertiary colours and vary shades and tones effectively. -Mix and use tints, shades and tones effectively. -Use scumbling technique over dry paint and wet paint and understand the difference in outcomes. -Use the skills of scumbling, glazing, wet on wet (alla prima), blending when working with oil paints. -Be familiar with layering prints. -Be confident with printing on paper and fabric. 	<ul style="list-style-type: none"> -Know, from creating a colour wheel, about harmonising colours, contrasting colours and hues. -Know the effects that colours have on each other and can elicit and portray different moods and emotions. -Begin to know how paintings are created (composition). -Explain how to create atmosphere and light effects with paint. -Explain colour and paint choices for creating atmosphere and light effects. -Know which works of art have used complimentary and harmonious colours and understand how to work in this style. -Know how to use oil paint to create artwork. -Know how to apply the technique of scumbling when painting. 	<p>Complimentary colours, harmonious colours, hues, colour wheel, root primary colour moods, emotions, reflecting, light effects, composition, tints, shades, tones, hues, scumbling, acrylic paint, oil paint, blending, glazing, alla prima.</p>

Printing

Year group	National Curriculum	Additional Skills	Knowledge	Key Vocabulary
N	<i>See EYFS Design and Technology knowledge organisers</i>			
R	<i>See EYFS Design and Technology knowledge organisers</i>			
1	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To use a range of materials creatively to design and make products</p>	<ul style="list-style-type: none"> -Make rubbings. -Build a repeated pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> -Know how to make an imprinted piece of art by rolling, rubbing, stamping. -Know how to create and arrange shapes appropriately. 	Rubbing, repeated pattern, environment, colour, impress.
2				
3	<p>To develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and collage with a range of materials.</p>	<ul style="list-style-type: none"> -Talk about the processes used to produce a simple print. -To explore patterns and shape, creating designs for printing. -Experiment with mono printing. --Create repeating patterns using impressed print – press print tiles Interpret manmade and environmental patterns. 	<ul style="list-style-type: none"> -Know that materials need to be selected carefully based on their properties for strength and effect. -Know that a sketchbook can be used to collect ideas. -Know that overlapping, tearing, folding and layering creates images and represents textures. 	Rubbing, repeated pattern, environment, colour, shape, mono, impressed, interpret.
4				
5	<p>Use different techniques, colours and textures etc. when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>	<ul style="list-style-type: none"> -Choose the printing method appropriate to the task. -Try printing with more than one overlay. -Colour mix by overlapping colour prints Create repeating 	<ul style="list-style-type: none"> -Know that a sketchbook can be used to collect ideas, plan and refine them. -Know that recycled, natural and manmade materials can be used to create sculptures. -Know the joins needed to assemble - Know the difference between a physical and visual texture. 	Rubbing, repeated pattern, environment, colour, shape, mono, impressed, interpret, appropriate, mix, relief, overlay.

		patterns using relief ie leaves, string prints	-Know how to secure work to continue at a later date.	
6				

Textiles and Collage

Year group	National Curriculum	Additional Skills	Knowledge	Key Vocabulary
N	<i>See EYFS Design and Technology knowledge organisers</i>			
R				
1				
2	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To use a range of materials creatively to design and make products</p>	<ul style="list-style-type: none"> -Develop texture for effect. -Arrange materials before gluing into place. -Create textured collage from a variety of media. 	<ul style="list-style-type: none"> -Know that collages can be made by sticking onto a background to develop a picture, form or function. -Know how to fold, tear, crumple and overlap papers. -Know how to strengthen models by adding newspaper to boxes. 	Collage, form, tools and names, texture, reclaimed, structure, sculpture, object, tear, fold, crumple, strengthen, strong, weak, crumple, fold, arrange
3				
4	<p>To develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and collage with a range of materials.</p>	<ul style="list-style-type: none"> -Match the tool to the material -Selects resources for their collage based on the suitability of the colour, shape, texture and pattern suiting the purpose. -Combine skills more readily -Choose collage or textiles as a means of extending work already achieved -Cut and tear materials with some accuracy. 	<ul style="list-style-type: none"> -Know that a sketchbook can be used to collate ideas and begin a planning process. -Know how to sort and group materials for different purposes e.g. colour, texture, purpose, form -Know how to care for equipment and use them safely. -Know how to produce more intricate patterns and textures. -To know that materials can be layered to give different effects. 	Collage, form, tools and names, texture, reclaimed, structure, sculpture, object, tear, fold, crumple, strengthen, strong, weak, crumple, fold, arrange, layer, opaque, translucent, transparent, cut tear, crease, score, fray, mosaic.
5				
6	<p>Use different techniques, colours and textures etc. when designing and making pieces of work.</p>	<ul style="list-style-type: none"> - Create their own collage choosing, suiting, arranging and applying materials focusing on colour, 	<ul style="list-style-type: none"> -Know how to work in a safe and organised way. -Know how to combine pattern, tone and shape. - Know how colour, shape, texture and pattern and be combined effectively. 	Collage, form, tools and names, texture, reclaimed, structure, sculpture, object, tear, fold, crumple, strengthen, strong, weak, crumple, fold, arrange, layer, opaque, translucent, transparent, cut tear, crease, score, fray, mosaic,

	<p>To be expressive and analytical to adapt, extend and justify their work.</p>	<p>shape, texture and pattern. -Accurately cut complex shapes. -Draw on previous experiences to decide how to manipulate the surface of a material to achieve a desired outcome e.g. change to textures or colour. -Decide how to arrange the materials in order to create a desired effect and sticks with accuracy.</p>	<p>- Know that composition is important and that experimentation is key.</p>	<p>composition, shape, accuracy, manipulate, experiment.</p>
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3D form

Year group	National Curriculum	Additional Skills	Knowledge	Key Vocabulary
1	<p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form.</p>	<ul style="list-style-type: none"> -Use the appropriate amount of glue for a medium -Describes textures of materials 	<ul style="list-style-type: none"> -Know how to cut, roll and coil materials -Know that patterns can be incorporated into their product. -Know that texture can be used for effect. -Know that clay dries out and becomes harder to manipulate, so needs to be kept damp. -Know how to make an imprinted piece of art by rolling, rubbing, stamping -Know how to create and arrange shapes appropriately. -Know how to make models using balls of paper, tubes and masking tape, using tissue paper to cover. -Know how to slot card together. 	<p>Cut, roll, coil, patterns, texture, texture words to describe, clay, dry, imprint, roll, rub, stamp, shapes, arrange, models, structures, sculpture, slot, cut, damp</p>
2	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Understand the safety and basic care of materials.</p>	<ul style="list-style-type: none"> -Know that when clay dries out its form cannot be changed. -Know how to use tools and everyday objects to add texture to clay. -Know how to use a variety of reclaimed objects to create a sculpture of an identified object (robots, lighthouses) using observation. -Know how to strengthen models by adding newspaper to boxes. 	<ul style="list-style-type: none"> -Know that when clay dries out its form cannot be changed. -Know how to use tools and everyday objects to add texture to clay. -Know how to use a variety of reclaimed objects to create a sculpture of an identified object (robots, lighthouses) using observation. 	<p>Form, tools and names, texture, reclaimed, structure, sculpture, object, strengthen, strong, weak, arrange</p>

<p>3</p>	<p>Plan, design, make and adapt models.</p> <p>(clay/papier Mache/woodwork/choice for purpose)</p>	<ul style="list-style-type: none"> -Plan, design and make models. -Use papier mâché to mould to the shape of the related artefact. -Join clay adequately and work independently. -Construct a simple clay base for extending and modelling other shapes. -Name the tools and materials they have used. 	<ul style="list-style-type: none"> -Know how to join two pieces of clay using the hatching technique. -Know that a coiling method can be used to make a pot. -Know that materials need to be selected carefully based on their properties for strength and effect. -Know that a sketchbook can be used to collect ideas. 	<p>Architecture, materials, style, shape, purpose, 3D landmark replica, papiermâché, wire, wood, card, strength, effect, solid form, malleable, artefact, additional layers, painted finish, poster paint, properties, effect, texture, represent</p>
<p>4</p>	<p>Plan, design, make and adapt models.</p> <p>(clay/papier Mache/woodwork/choice for purpose)</p>	<ul style="list-style-type: none"> -Cut complex shapes from different mediums. -Decorate, coil and produce marquettes (rough draft or scale model) -Make informed choices about the 3D technique chosen. -Show an understanding of shape, space and form. -Plan, design, make and adapt models. -Talk about their work, understanding that it has been sculpted, modelled or constructed 	<ul style="list-style-type: none"> -Know how to use nets to make 3D shapes to use in models. -Know that colour can be added once papier mache is dry -Know that an armature can be used to build upon papier mache 	<p>Clay, natural materials, rolling, stretching, pressing, pulling, clay, sculpture, manipulate, form, air dried clay. Join, hatching, tools, texture, slip water, finish, patterns, texture, form, nets, 3D shapes, models, marquettes, draft, scale model, sculpt, construct</p>
<p>5</p>	<p>Plan, design, make and adapt models.</p>	<ul style="list-style-type: none"> -Decorate, coil and produce marquettes 	<ul style="list-style-type: none"> -Know that a sketchbook can be used to collect ideas, plan and refine them. -Know that recycled, natural and 	<p>Modroc, man-made material plaster, bandage, papier mache, smoother, smoothing, better finish, join, finishing,</p>

	(clay/papier Mache/woodwork/choice for purpose)	(rough draft or scale model) -Develop skills in using clay including slabs, coils, slips etc. -Use recycled, natural and man-made materials to create sculpture. -Plan a sculpture through drawing and other preparatory work. -Explore using Modroc as a means of making a simple 3D sculpture.	manmade materials can be used to create sculptures. -Know the difference between a physical and visual texture. -Know how to secure work to continue at a later date.	sculpture, manipulate, form, irreversible, texture, detail, twisting, rolling, designer, material, famous sculptures, recent, modern, ancient, secure, recycled, physical texture, visual texture, mix, maquettes, draft, scale, model
6	Plan, design, make and adapt models. (clay/papier Mache/woodwork/choice for purpose)	-Use a sketchbook to plan how to join parts of the sculpture. -Recognise sculptural forms in the environment: furniture, buildings -Create models on a range of scales	-Know that a sketchbook can be used to collect and record visual information from different sources. -Know that work can be finished in different ways: glaze, paint, polish -Know that work can be constructed around armatures (wire frame) or over constructed foundations using materials such as Modroc. -Know how to work in a safe and organised way	Modroc, man-made material, plaster, bandage, smoother, better finish, smoothing, joining, finishing, manipulate, form irreversible, texture, detail, twisting, rolling, combine, combination, armature, foundation, glaze, polish