















St Peters C.E Primary School Curriculum Overview – Art








Term	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Autumn – Term 1	Drawing						
	<p><i>EYFS Profile:</i></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role-playing characters in narratives and stories. 	<p><i>KS1 NC Objectives:</i></p> <p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> - draw lines of varying thickness; - use dots and lines to demonstrate pattern and texture; - use different materials to draw, for example pastels, chalk, felt tips; 	<p><i>KS1 NC Objectives:</i></p> <p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> - draw lines of varying thickness with greater control & introducing geometric shapes to create drawings - use dots and lines to demonstrate pattern and texture using pressure to create lighter & darker tones - use different materials to draw, for example pastels, chalk, felt tips and using hard and soft pencils, including using ink and tools 	<p><i>KS2 NC Objectives:</i></p> <p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> - experiment with showing line, tone and texture with different hardness of pencils; - use shading to show light and shadow effects; with adult guidance - use different materials to draw, e.g. pastels, chalk, felt tips; - show an awareness of space when drawing; 	<p><i>KS2 NC Objectives:</i></p> <p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> - experiment with showing line, tone and texture with different hardness of pencils; when drawing from observation or second hand sources - use shading to show light and shadow effects; independently - use different materials to draw, e.g. pastels, chalk, felt tips, graphite & charcoal with greater precision / control - show an awareness of space when drawing and become aware of proportion and scale 	<p><i>KS2 NC Objectives:</i></p> <p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> - use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; - depict movement and 1 point perspective in drawings; - use a variety of tools and select the most appropriate; 	<p><i>KS2 NC Objectives:</i></p> <p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> - use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; showing increasing confidence & personal style knowing when to sketch and when to render more confident lines - depict movement and 2 point perspective in drawings; - use a variety of tools and select the most appropriate; and give reasons (e.g. own personal taste / strengths)
	<p><i>Why here? Why now?</i></p> <p>Introduction to art – this is the first time pupils will formally attempt to produce art work.</p> <p>Expressing self and encouraging independence.</p>	<p><i>Why here? Why now?</i></p> <p>Builds on EYFS work on simple drawing, to develop drawing skills into lines, patterns and textures and exploring different mark making tools.</p>	<p><i>Why here? Why now?</i></p> <p>Develop drawing skills further by introducing shape, using pressure to create tones and explore mark-making tools.</p>	<p><i>Why here? Why now?</i></p> <p>Building on Y2 work on developing drawing techniques by building in different pencil harnesses, introducing shadow effects, different materials and developing an awareness of space.</p>	<p><i>Why here? Why now?</i></p> <p>Developing independence in using shadow effects from Y3 – building in observational drawings and introducing proportion and scale.</p>	<p><i>Why here? Why now?</i></p> <p>Build upon shadow work in Y4 by introducing effects, perspective and movement into their drawing and encouraging choice in tools.</p>	<p><i>Why here? Why now?</i></p> <p>Develop perspective into 2 points along with expressing personal tastes using a variety of techniques and tools – drawing skills are all pulled together.</p>
<p><u>Key vocabulary:</u></p>	<p><u>Key vocabulary</u></p>	<p><u>Key vocabulary:</u></p>	<p><u>Key vocabulary:</u></p>	<p><u>Key vocabulary</u></p>	<p><u>Key vocabulary</u></p>	<p><u>Key vocabulary</u></p>	

Pencil, pastel, line, circle, square, triangle	Portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	Portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	Portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	Portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
<p><u>Artist inspiration</u></p> <p>Paul Klee</p> 	<p><u>Artist inspiration</u></p> <p>Beatriz Milhazes</p> 	<p><u>Artist inspiration:</u></p> <p>Picasso</p> 	<p><u>Artist inspiration:</u></p> <p>Giorgio Morandi</p> 	<p><u>Artist inspiration:</u></p> <p>Da Vinci</p> 	<p><u>Artist inspiration:</u></p> <p>David Hockney</p> 	<p><u>Artists inspiration:</u></p> <p>L S Lowry</p> 
<p><u>Core knowledge:</u></p> <p>Knows drawings of people need to have the correct parts.</p> <p>Knows a variety of drawing tools (pencil, pastel, chalks and felt tips) can be used to draw.</p>	<p><u>Core Knowledge</u></p> <p>Knows lines of varying thicknesses, e.g. thin lines for detail.</p> <p>Knows dots and lines can be used to create pattern and texture.</p>	<p><u>Core Knowledge</u></p> <p>Knows different mediums can create different effects.</p> <p>Knows tone is controlled by using different amounts of pressure.</p> <p>Knows geometric shapes can be used to create drawings.</p>	<p><u>Core Knowledge</u></p> <p>Knows different hardness of pencil creates tone and texture.</p> <p>Knows shading techniques of the 4 shading techniques of blending, hatching, stippling, scumbling.</p> <p>Know which tool to use to create desired shade/texture.</p>	<p><u>Core Knowledge</u></p> <p>Knows the shading and shadow techniques of blending, contour hatching, cross hatching, hatching, rendering, scribbling, scumbling and stippling.</p> <p>Knows the concept of scale refers to the relationship between the sizes of two objects or between the sizes of two objects and the surrounding environment.</p>	<p><u>Core Knowledge</u></p> <p>Knows one-point perspective is a drawing method that shows how things appear to get smaller as they get further away, converging towards a single "vanishing point" on the horizon line</p>	<p><u>Core Knowledge</u></p> <p>Knows two point perspective shows an object from the side with two vanishing points</p> <p>Knows techniques to use to show movement in drawings.</p>

Term	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Painting						
	<p><i>EYFS Profile:</i></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role-playing characters in narratives and stories. <ul style="list-style-type: none"> • Experiment with primary colours and name them • Informal mixing of paints • Learn names of different tools • Use a range of tools to make coloured marks • Explore different textures 	<p><i>KS1 NC Objectives:</i></p> <p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> - name the primary and secondary colours; - experiment with different brushes (including brushstrokes) and other painting tools; - mix white and black to make grey 	<p><i>KS1 NC Objectives:</i></p> <p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> - name the primary and secondary colours and mix primary colours to make secondary colours; - experiment with different brushes, identify different types of painting equipment (types of paint and paint applicators) (use and control more finely brushstrokes) and other painting tools to create effects like splattering, stippling, dripping and pouring - add white and black to alter tints and shades 	<p><i>KS2 NC Objectives:</i></p> <p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> - use varied brush techniques to create shapes, textures, patterns and lines; - mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; including applying appropriate amounts of paint - create different textures and effects with paint; 	<p><i>KS2 NC Objectives:</i></p> <p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> - use varied brush techniques to create shapes, textures, patterns and lines; with greater accuracy, precision and control (and experiment with other paint applicators e.g. rags, sticks, fabric and sponges) - mix colours effectively using the correct language, e.g. tint, shade, primary, secondary and tertiary colours - create different textures and effects with paint, using different types of paint e.g. poster paint, powder paint and water colours 	<p><i>KS2 NC Objectives:</i></p> <p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> - create a colour palette, demonstrating mixing techniques; - use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; 	<p><i>KS2 NC Objectives:</i></p> <p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> - create a colour palette, demonstrating mixing techniques and understanding colour relationships e.g. complementary and harmonious colours - use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; choosing with reasons the most appropriate paint type for the purpose

<p><u>Why here? Why now?</u></p> <p>We build on the introduction to art from term 1 to introduce a different form of art (painting) to continue the pupils development of expressing self and encouraging independence</p>	<p><u>Why here? Why now?</u></p> <p>Taking the informal mixing in EYFS to formal mixing to create secondary colours and explore shades of grey.</p>	<p><u>Why here? Why now?</u></p> <p>Building on shades of grey to alter tints / shades and build upon primary / secondary colour mixing.</p>	<p><u>Why here? Why now?</u></p> <p>The language of colour mixing to create different textures and effects with paint.</p>	<p><u>Why here? Why now?</u></p> <p>Expanding Y3 work to different types of paint and greater accuracy using a range of paint applicators.</p>	<p><u>Why here? Why now?</u></p> <p>Building on Y4 by introducing more paint types, build their own colour palette to help produce visually interesting pieces.</p>	<p><u>Why here? Why now?</u></p> <p>Giving reasons for colour choices and paint choices to produce desired effects.</p>
<p><u>Key vocabulary:</u></p> <p>Colour, primary, mixing, brushes, sponges, tissue, fabric, darker, lighter, red, blue, yellow, black, straight line</p>	<p><u>Key vocabulary</u></p> <p>Primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p><u>Key vocabulary:</u></p> <p>Primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p><u>Key vocabulary:</u></p> <p>Colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p><u>Key vocabulary:</u></p> <p>Colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p><u>Key vocabulary</u></p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>	<p><u>Key vocabulary</u></p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
<p><u>Artist inspiration</u></p> <p>Piet Mondrian</p> 	<p><u>Artist inspiration</u></p> <p>Kandinsky</p> 	<p><u>Artist inspiration:</u></p> <p>Jackson Pollock</p> 	<p><u>Artist inspiration:</u></p> <p>Frank Bowling</p> 	<p><u>Artist inspiration:</u></p> <p>Van Gogh</p> 	<p><u>Artist inspiration:</u></p> <p>Frida Kahlo</p> 	<p><u>Artists inspiration:</u></p> <p>Joan Miro</p> 
<p><u>Core knowledge:</u></p> <p>Knows the name of the primary colours.</p> <p>Knows that paint can be mixed to make different colours.</p> <p>Knows different tools can be used to create different textures.</p>	<p><u>Core Knowledge</u></p> <p>Knows grey can be mixed using black and white.</p> <p>Knows the names of primary and secondary colours.</p> <p>Knows different brushes and brush strokes</p>	<p><u>Core Knowledge</u></p> <p>Can name secondary colours.</p> <p>Knows primary can be mixed to produce secondary colours.</p> <p>Knows how to achieve painting techniques, such as splattering, dripping, stippling and pouring.</p> <p>Knows how to use black and white to make lighter and darker shades of colour.</p>	<p><u>Core Knowledge</u></p> <p>Knows colours can be mixed to achieve desired colour.</p> <p>Knows different effects and textures can be created with paint.</p> <p>Knows different brush techniques to create shapes, patterns and lines.</p>	<p><u>Core Knowledge</u></p> <p>Knows paint can be applied with other paint applicators.</p> <p>Knows different kinds of paint – water colour, poster and powder, acrylic and oil</p> <p>Knows colours can be mixed to produce tertiary colours.</p>	<p><u>Core Knowledge</u></p> <p>Knows Kahlo is famous for self portraits.</p> <p>Knows how to create a colour palette.</p> <p>Knows which tools to choose to create desired effect.</p>	<p><u>Core Knowledge</u></p> <p>Knows Miró's work is filled with symbols, including women, birds, and stars.</p> <p>Knows colours which complimentary and harmonious.</p> <p>Knows why type of paint, colour and applicator has been chosen.</p>

Term	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Sculpture						
	<p><i>EYFS Profile:</i></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role-playing characters in narratives and stories. <ul style="list-style-type: none"> • Handle and manipulate a range of materials • Experiment with building / constructing using packages / cartons / boxes • Make simple sculptures using clay 	<p><i>KS1 NC Objectives:</i></p> <p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> - use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; - use a variety of techniques, e.g. rolling, cutting, pinching; - use a variety of shapes, including lines and texture; 	<p><i>KS1 NC Objectives:</i></p> <p><i>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</i></p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> - use simple planning to make a variety of sculptures using natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; deciding which tasks to do first allowing for drying / completion and can modify / correct with greater skill - use a variety of techniques, e.g. rolling, cutting, pinching; with greater skill & precision - use a variety of shapes, including lines and texture; with greater skill & precision 	<p><i>KS2 NC Objectives:</i></p> <p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> - cut, make and combine shapes to create recognisable forms; with adult support - use clay and other malleable materials and practice joining techniques; with adult support - add materials to the sculpture to create detail; 	<p><i>KS2 NC Objectives:</i></p> <p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> - cut, make and combine shapes to create recognisable forms; independently - use clay and other malleable materials and practice joining techniques; independently - add materials to the sculpture to create detail and give reasons for their choices 	<p><i>KS2 NC Objectives:</i></p> <p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> - plan and design a sculpture; - use tools and materials to carve, add shape, add texture and pattern - develop simple cutting and joining skills, e.g. using wire, coils, slabs and slips; - use materials other than clay (card & paper) to create a 3D sculpture; 	<p><i>Ks2 NC Objectives</i></p> <p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> - plan and design a sculpture for an audience / purpose giving reasons for choices - use tools and materials to carve, add shape, add texture and pattern; showing greater accuracy / fine detail - develop cutting and joining skills, e.g. using wire, coils, slabs and slips; - use materials other than clay (e.g. found objects) to create a 3D sculpture;

<u>Why here? Why now?</u> We build on the introduction to art from term 1 and term 3 to introduce a different form of art (sculpture) to continue the pupils development of expressing self and encouraging independence	<u>Why here? Why now?</u> Laying the foundations for formal form making and exploring materials / techniques.	<u>Why here? Why now?</u> Introduce an element of pre-planning thinking (design) for form making Developing skill and precision	<u>Why here? Why now?</u> Adding detail to sculptures and beginning to make recognisable forms	<u>Why here? Why now?</u> Developing mastery of art techniques along with independence to make recognisable forms and beginning to give reasons for their choices. Develop / practice joining techniques.	<u>Why here? Why now?</u> Beginning to add finer detail alongside continuing to develop cutting and joining skills Introducing sculpture in different materials	<u>Why here? Why now?</u> Perfecting finer details to produce pleasing sculptures of varying materials and give reasons for choices	
<u>Key vocabulary:</u> Material, sculpture, constructing, model, hard, soft, shape	<u>Key vocabulary</u> Sculpture, statue, model, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	<u>Key vocabulary:</u> Sculpture, statue, model, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	<u>Key vocabulary:</u> Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	<u>Key vocabulary</u> Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	<u>Key vocabulary</u> Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.	<u>Key vocabulary</u> Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.	
<u>Artist inspiration</u> Michelle Reader 	<u>Artist inspiration</u> Eva Rothschild 	<u>Artist inspiration:</u> Barbara Hepworth 	<u>Artist inspiration:</u> Anish Kapoor 	<u>Artist inspiration:</u> Henry Moore 	<u>Artist inspiration:</u> Brendan Jamison 	<u>Artists inspiration:</u> Andrew Goldsworthy 	
<u>Core knowledge:</u> Knows materials which are recyclable and non-recyclable. Knows materials can be combined to create a sculpture.	<u>Core Knowledge</u> Knows clay can be used to create a sculpture. Knows the techniques used when working with clay – rolling, cutting, pinching and cutting.	<u>Core Knowledge</u> Knows materials which are natural, recycled and man made. Knows materials can be manipulated to create desired effect.	<u>Core Knowledge</u> Knows materials can be cut and shaped to create recognisable forms. Knows formal joining techniques.	<u>Core Knowledge</u> Knows Henry Moore is best known for huge bronze sculptures. Knows materials can be added to a sculpture to create detail.	<u>Core Knowledge</u> Knows Brendan Jamison uses unusual materials to create his work, including sugar cubes.	<u>Core Knowledge</u> Knows Andy Goldsworthy produces art created outdoors from natural materials found on-site. Knows sculptures are created for a specific audience/purpose.	

