



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 5 & 6	<p>How Can we Build Worlds? How can we explore 3D materials? Sculpture, Making, Drawing</p> <p>Pupils will begin to discuss what they want to make.</p> <p>Pupils will explore a range of materials and tools and explore how to manipulate them safely in to something new.</p> <p>Pupils will use a range of tools with care and precision.</p> <p>Pupils begin to develop their curiosity and imaginations through exploration of materials.</p> <p>Pupils will use a range of materials to construct with.</p> <p>Pupils will explore different joining materials (adhesive tape/ glues).</p> <p>Pupils will begin to discover problems and discuss how to they might solve them.</p>	<p>Playful Making Sculpture, Drawing, Collage, Sketchbooks</p>	<p>Stick Transformation Project Sculpture, Drawing, Sketchbooks</p> <p>Pupils will think creatively and laterally, and practise dexterity skills by using a range of materials to build roots and shoots from 'seeds'.</p> <p>Pupils will learn to manipulate materials by twisting, tearing, folding and bending materials to form structures. They will take photos of their sculptures to put in their sketchbooks to reflect on.</p> <p>Pupils will transform sticks to make either worry dolls, a tree house or masks out of sticks. In each of these activities they will continue developing dexterity skills such as cutting with simple tools and fastening materials together.</p> <p>They will be introduced to artists or source material which will inspire and inform their idea generation.</p>	<p>Telling Stories Through Making Sculpture, Drawing, Sketchbooks</p> <p>Pupils will look at the work of artists Inbal Leitner and Rosie Hurley to see how they use their sketchbooks to develop characters and refine ideas. They will respond by filling a couple of pages in their sketchbooks with visual notes about what they are thinking and seeing.</p> <p>Pupils will try three simple exercises to help them draw from life and explore how we might use exaggeration as a tool to help us convey the intention of our drawing. Pupils will use line and shape and will also create a watercolour wash painting to consolidate all that they have learnt in the session.</p> <p>Pupils will translate text into imagery using shape and line. They will use their sketchbooks to</p>	<p>Art of Display Sculpture, Drawing, Sketchbooks</p> <p>Pupils will become familiar with the term 'plinth', and the concept behind it. They will explore a variety of artists who use plinths in their work. They will consider the context and presentation.</p> <p>Pupils will make visual notes in sketchbooks in response to what they see and think.</p> <p>Pupils will be introduced to a sculptor. They will respond through class discussion and visual notes in sketchbooks.</p> <p>Pupils will explore clay as a 'short term' construction material to make clay figurative sketches. Through this they will begin thinking about the distinctions between 'audience' and 'art'.</p> <p>Option1: Pupils will curate, photograph and build their own pocket-sized gallery.</p>	<p>Set Design Making, Drawing, Sketchbooks</p> <p>Pupils will be introduced to the role of a set designer working in theatre / animation. They will respond to the work of a designer through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of sculptures and the things that they see, including thoughts and feelings</p> <p>Pupils will draw, build, and paint. By the end of the 4 weeks, they will have built dramatic set in response to text. They will use sketchbooks throughout to come up with ideas, note thoughts, test materials, and reflect. Pupils will use charcoal to create expressive energetic drawings. They will consider the elements they might use within set design: the backdrop, the flats, the props and how</p>	<p>Take a Seat Design Making, Drawing, Sketchbooks</p> <p>Pupils will become familiar with the artist Yinka Ilori and record and reflect on his work in sketchbooks.</p> <p>They will explore the visual elements of chairs, including talking about materials, form and structure, through observational drawing in sketchbooks.</p> <p>Pupils will use a wide variety of materials to manipulate and construct 3D 'doodles' in response to making prompts.</p> <p>Pupils will be challenged to become furniture designers and invited to create a chair which expresses their personality.</p> <p>They will record and develop their ideas in sketchbooks. Pupils will display their chairs in a clear space, alongside their sketchbook work, and walk</p>



	<p>Pupils to explore art sculptures to generate inspiration and conversation about art.</p> <p>Pupils continue to develop their hand eye coordination.</p> <p>Pupils continue to develop their fine motor skills.</p> <p>Pupils will return to and build upon their previous learning</p>		<p>Pupils will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>respond to the original stimulus before developing a sculptural character, Pupils will, re-interpret, and re-invent the character whilst exploring the qualities of different materials. They will explore character, narrative, and context to create their sculptures showing consideration for form, texture, material, construction, and colour.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>They will be both artists and curators, engaging in conversations about "intention", "curation" and reflection.</p> <p>Option 2: Pupils will work in small teams to respond to the Fourth Plinth Challenge. They will use sketchbooks to come up with creative ideas about how they might use a "plinth" in the school.</p> <p>Option 3: Pupils will make dynamic figures which stand on a plinth, built up from one single wire. Pupils will think carefully about their positioning of the figures. They will make notes in their sketchbook about their decision making, including fabric swatches and diagrams.</p> <p>Option 4: Pupils will be given an imaginary billboard, what will they put on it? Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like</p>	<p>the materials they used, and the way they used them, all help work together to build a sense of place.</p> <p>Pupils will be introduced to two set designers who make sets for animations. They will use their sketchbooks to become familiar with their chosen creative stimulus, to generate ideas and plan, consider structure and placement, and think about colour and texture before building their set.</p> <p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or Ipads.</p>	<p>around the room as if in a gallery.</p>
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					to try again through peer discussion.		
Artist		Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett	Chris Kenny	Rosie Hurley, Inbal Leitner, Roald Dahl , Quentin Blake	Anthony Gormley, Yinka Shonibare, Thomas J Pric	Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson	Yinka Ilori



<p>Assessment Statements:</p>	<p>I have explored shape.</p> <p>I can identify shapes.</p> <p>I can identify colours and begin to describe these colours (bright, dark).</p> <p>I can make marks</p> <p>I can understand the word texture.</p> <p>I can layer paint.</p> <p>I can create a pattern using 2 colours.</p> <p>I can say how I have transformed an object using colour.</p> <p>I can cut lines</p> <p>I can cut to make a shape.</p> <p>I can use materials to transform objects.</p> <p>I can join 2 materials together using string or glue.</p> <p>I can bend, fold and cut.</p> <p>I can share my work</p>	<p>I have explored what we mean by “sculpture” and I thought about what I like about different pieces of sculpture.</p> <p>I can use my sketchbook to make drawings inspired by sculptures I have seen, to help me think about what I like, and to remember what I have seen.</p> <p>I can use my hands to make small sculptures out of lots of different materials.</p> <p>I can bend, twist, fold, cut and fasten.</p> <p>I can use my hands to make sculptures without designing first. I can just see what happens if...</p> <p>I can discover that sometimes working with materials is hard work – things break or my fingers hurt – but that is all ok!</p> <p>I can share my work and listen to what</p>	<p>I can take a familiar object like a stick, and use my imagination to think about what it might become.</p> <p>I can use my sketchbook to generate ideas and to test ideas.</p> <p>I can use a variety of materials to transform my object thinking about form and colour.</p> <p>I can cut materials with simple tools and fasten materials together to construct my sculpture.</p> <p>I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked.</p> <p>I can listen to my classmates feedback about my work.</p> <p>I can listen to my classmates talk about their own artwork and I can share my thoughts about their work.</p>	<p>I have seen how artists are inspired by other artists often working in other artforms.</p> <p>I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artists work.</p> <p>I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.</p> <p>I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.</p> <p>I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.</p> <p>I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character.</p>	<p>I have seen how some artists choose to display their work on “plinths” and I have understood how the way a work is displayed can affect the way the audience sees the work.</p> <p>I can use my sketchbook to collect ideas about how other artists consider how their work is displayed.</p> <p>I can use clay to make quick three dimensional sketches of figures sitting on “plinths”.</p> <p>I can use the clay to capture character/emotion of the body.</p> <p>I can use my sketchbook to think about my interests/personality traits which I am proud of.</p> <p>I can imagine how I could create a version of myself that I would like to see on a plinth.</p> <p>I can make a sculpture/ plinth from construction materials which</p>	<p>I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music.</p> <p>I can articulate and share my response to their work.</p> <p>I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus.</p> <p>I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect.</p> <p>I can share my process and outcome with my classmates, articulating my ideas and methods.</p> <p>I can listen to their feedback and take it on board.</p> <p>I can appreciate the artwork made by my classmates and share my response to their work.</p>	<p>I have explored the work of a craftsperson / designer and seen how they bring personality to their work.</p> <p>I have seen how chair design has changed through the ages.</p> <p>I can use my sketchbook to make visual notes to record and reflect.</p> <p>I can experiment with how I can make mini sculptures with lots of different materials, guided by a short sentence to help me.</p> <p>I can use the Design Through Making technique to make a model of a chair which expresses an aspect of my personality.</p> <p>I can see how my sketchbook exploration helped me work towards my final outcome, and I can see what I like and what I would like to do differently.</p> <p>I can present and share my work, and talk about it with my classmates, and</p>
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		<p>other people like about it.</p> <p>I can look at other people's work and sometimes share what I like about it with them.</p>	<p>I can take a photograph of my sculpture, thinking about focus</p>	<p>I can share my feedback about my classmates work.</p> <p>I can take photographs of my work thinking about focus, background and lighting.</p>	<p>shows a version of myself, using things like body position, clothes, props and fine details to give the sculpture character.</p> <p>I can share my work with others, and talk about my response to the project, what worked well and what I would like to try again. I can listen to the response to my work from my classmates and take on board their feedback.</p> <p>I can appreciate the work of my classmates, understanding where there are similarities and where there are differences.</p> <p>I can share my response to their work.</p> <p>I can take photographs of my artwork, thinking about focus, lighting and composition.</p>	<p>I can take photographs or film of my artwork thinking about presentation, lighting, focus and composition.</p> <p>I can use my animation set as backdrop to an animation.</p>	<p>listen to their responses to my work.</p> <p>I can respond to the work made by my classmates and I can share my thoughts.</p> <p>I can take photographs of my work, thinking about focus, light and composition.</p>
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