







ABINGDON PRIMARY SCHOOL ART: 3D PROGRESSION

PROCEDURAL KNOWLEDGE/ OBJECTIVES	Foundation	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Use a range of malleable materials: salt dough, play dough, plasticine, clay.</p> <p>Impress and apply simple decoration-to make a clay tile and make marks/ patterns.</p> <p>Cut shapes out using scissors/ cutting tools.</p> <p>Build a construction/ sculpture using a variety of different media/objects e.g. recycled, natural/ manmade materials.</p>	<p>Continue to explore and experiment with a variety of malleable media.</p> <p>Manipulate by rolling, pinching and kneading etc.</p> <p>Make clay thumb/pinch pots.</p> <p>Apply simple decoration techniques: impress and paint.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Make a model from observation and imagination.</p> <p>Make and decorate clay coil pots.</p> <p>Learn to join clay pieces to each other.</p> <p>Create surface patterns and textures.</p>	<p>Join two parts successfully using e.g. cellotape, glue, clay slip.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Produce more intricate surface patterns/textures.</p> <p>Produce larger clay pots using pinch and coil techniques.</p>	<p>To begin to make slab pots.</p> <p>Learn to make their own slip to join pieces of clay together.</p> <p>Use an armature to develop models such as a newspaper frame or metal gauze.</p>	<p>Combine pinch, slabbing and coiling methods to produce clay end pieces.</p> <p>Develop different ways of finishing work: paint, polish, (glaze).</p> <p>Gain further experience of modelling over an armature e.g. newspaper/ metal frames.</p> <p>Use recycled, natural and man-made materials to create sculptures, confidently and successfully joining parts.</p>	<p>Develop work through a combination of pinch, slab and coil methods with clay.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: paint, polish, (glaze).</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p>

<p>CONCEPTUAL KNOWLEDGE Children will know how to...</p>	<p>Name a number of malleable materials. Know how to make marks and patterns in malleable materials.</p>	<p>Name a range of malleable materials. Can distinguish between rolling, pinching and kneading etc.</p>	<p>Can identify slip and know what it is used for.</p>	<p>Name a potter/ crafts person and can identify some of their work.</p>	<p>Identify the possible methods used to construct a clay pot. Know what an armature is and what it is used for. Name a potter/ crafts person and can identify some of their work.</p>	<p>Know what an armature is and what it is used for. Name several potters/ crafts person and can identify some of their work or work from a different era (Egyptian/ Mayan).</p>	<p>Know what an armature is and what it is used for. Name several potters/ crafts person and can identify some of their work or work from a different era.</p>
<p>POSSIBLE END POINTS</p>		<p>Diwali pot Dinosaurs Robots Penguin clay tiles</p>	<p>A decorated coil flower pot, bowl or vase.</p>	<p>Grecian vase or urn Bowl for sweets</p>	<p>Roman/ Anglo-Saxon slab pot vase</p>	<p>Mayan vases Canopic jars Mask of Anubis-armature</p>	<p>Anderson shelter-armature</p>
<p>SOCIAL AND EMOTIONAL</p>		<p>SMSC-spirituality</p>	<p>SMSC-spirituality </p>	<p>SMSC-cultural</p>	<p>SMSC-cultural, social</p>	<p>SMSC-cultural Museum in the classroom-Egypt   </p>	<p>SMSC-social Link to WW11 Grandparents/ anyone linked to WW11 to come and see shelters, or give advice beforehand.</p>