

OUR LADY AND ST. HUBERT'S PRIMARY

# Art and Design Knowledge and Skills Progression



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do.



OUR LADY AND  
ST HUBERT'S  
CATHOLIC PRIMARY SCHOOL

# Contents

Art Curriculum Intent, Implementation and Impact	Page 2 - 3
The National Curriculum for Art	Page 3
The 6Cs and Art	Page 4
Long Term Overview	Page 5
Disciplinary skills	Page 6 – 7
Substantive knowledge	Page 8 - 15



# Art Curriculum Intent

At the heart of our curriculum are our 6Cs: character, citizenship, communication, collaboration, creativity and critical thinking. At Our Lady and St Hubert's these drivers shape our curriculum, bring about the aims and values of our school, and respond to the needs of our community. In line with our school's pedagogical approach, we also look to develop our children's retention of the key skills and knowledge within art design, so they can develop their mastery of this subject.

Art and design has a very important place in our curriculum, and with this in mind we want our children to develop their confidence, have enquiring minds and be willing to take risks, but most importantly we want our children to have a love and passion for this subject. At Our Lady and St Hubert's, we see this subject as a vehicle for creativity and individual expression and communication. Through visual, tactile and sensory experiences our children explore a special way of understanding and responding to our world, which allows them to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. As well as this, our curriculum provides opportunities for collaboration and critical thinking, through evaluation of pupil's own work and that of the artists they will have studied to inspire their work.

Our Art and Design curriculum aims to ensure that all pupils can produce creative work by exploring their ideas and recording their experiences. They will enhance their mastery of art and design techniques, becoming proficient in drawing, painting, and sculpture using a variety of materials. Pupils will evaluate and analyse creative works using the language of art, craft, and design. They will also learn about great artists and understand the historical and cultural development of their art forms.

## Implementation of the Art Curriculum

At Our Lady and St Hubert's, art is a hands-on activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard. We aim to deliver lessons to children in a way that allows for learning to be accessed by all and children are able to build on previous knowledge and access new learning in small steps. Art and Design will also be delivered with reference to the 6Cs and children will be given opportunities to develop their abilities to use these within their practise. We will use a variety of approaches that are matched to the activity and cater for the range of ability of the children. Children throughout lessons will be encouraged to work individually, in pairs, small groups and as whole class when required.

We have created a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent in to work and think like professional artists. The key concepts in art and design we plan a progression for are as follows:

- Drawing
- Painting
- Sculpture

# Impact of the Art Curriculum

At Our Lady and St. Hubert's School, we want our art and design provision to impact our children in the ways listed below. We want our children to become adventurous, artistic, creative pupils. In order to achieve that, our children will show the following skills and attributes:

- Have a love and passion for the subject
- The ability to use visual language skilfully and convincingly to express emotions, interpret observations, convey insights and highlight their individuality
- Work with interest and confidence, knowing that their opinions will be valued
- Use a variety of media, tools, materials and equipment safely and with confidence to produce art and design in a range of genres
- The ability to draw confidently and adventurously from observation, memory and imagination.
- Work with safety to apply relevant skills to produce quality pieces of art and design
- Work co-operatively, safely and tidily
- Evaluate and make appropriate modifications within their art and design projects
- Critically evaluate and discuss the artwork and designs of others
- Have a knowledge and understanding of other artists







## The National Curriculum for Art

Main strands of learning- National Curriculum	
Key Stage 1	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
Key Stage 2	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history.</li> </ul>



## The 6C's and Art

### How our 6Cs will be evident through our Art curriculum

 <h3>Character</h3> <p>Children discuss their artistic products, based on criteria related to the assignment and then may implement changes to improve his or her artistic product. Children find the need to adapt to varied roles and responsibilities to complete the artwork.</p>	 <h3>Citizenship</h3> <p>Children connect with the work of an artist/ designer/ architect and use their ideas for creating artwork around a common theme. Students apply what they have learned to create works reflective of cross-cultural understanding of the theme.</p>	 <h3>Communication</h3> <p>Children examine how artists/ designers/ architects use their work to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the viewer. They analyse and compare these devices.</p>
 <h3>Collaboration</h3> <p>Children demonstrate the ability to work effectively with diverse teams, on a group project. They exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. They assume shared responsibility for collaborative work.</p>	 <h3>Creativity</h3> <p>Children research works of art to identify how different artists have created work relevant to their lives and the world around them. Children analyse the works to identify distinguishing characteristics that reflect each artist's creativity. Children then produce multiple sketches to explore several approaches they might take to create a finished work. Children select and refine one idea from among their sketches to create a painting, and revise the painting during the creative process.</p>	 <h3>Critical Thinking</h3> <p>Children view and critique multiple works of art, created by themselves their peers and past artists/ designers/ architects. Children use mutually agreed upon criteria (elements and principles of art and design, subject matter, technique, style, etc.) to describe, analyse, interpret, and make informed judgments about the artwork.</p>

# Long Term Overview

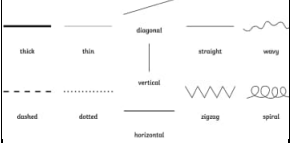

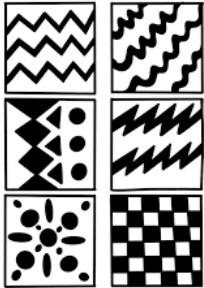

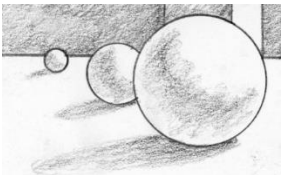


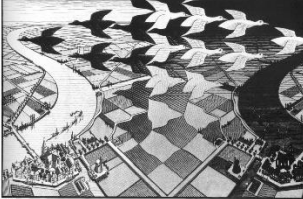
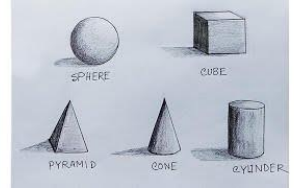


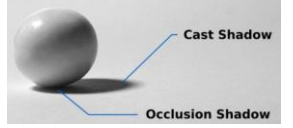
Whole School Art and Design Overview						
	A Moment in Time	A Wonderful World	Peace and Conflicts	Nurturing Nature	We are Engineers	Our Place in the World
EYFS		Drawing		Painting		Sculpture
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

# Disciplinary Skills – interpreting artwork

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Analyse</b> Development of critical thinking	<b>Colour</b> With support, beginning to identify colours used by the artist and with support suggest a reason why  *Why has the artist chosen to use these colours?	<b>Colour</b> Beginning to identify colours used by the artist and suggest reasons why  *Why has the artist chosen to use these colours?  *Would you have chosen these colours?	<b>Colour</b> Beginning to identify colours used by the artist and suggest reasons why – linking closely with feelings  *Why has the artist chosen to use red in this picture?  *Would you have changed these colours?	<b>Colour</b> Identify colours used by the artist and suggest reasons why – linking closely with feelings and emotions  *What colours have you identified in the artists work?  *What feelings and emotions do you link to these colours?	<b>Colour</b> Identify colours used by the artist and suggest reasons why – linking closely with feelings, thoughts emotions  *What colours have you identified in the artists work?  *What feelings and emotions do you link to these colours?  *What does the artwork make you think about?	<b>Colour</b> Analyse colours used by the artist, commenting on the meaning behind these colours and how it could link to the artists mindset  *The artist has used the colours _____, why have they used these colours?  *How do you think they were feeling at the time?	<b>Colour</b> In depth - analyse colours used by the artist, commenting on the meaning behind these colours and how it could link to the artists mindset  *The artist has used the colours _____, why have they used these colours?  *How do you think they were feeling at the time?  *Why do you think they could be feeling this way
	<b>Comment/link to own life</b> *With support, beginning to comment on where they have seen similar colours before and how they make them feel	<b>Comment/link to own life</b> *Beginning to comment on where they have seen similar colours before and what they remind them of  *Link to their own feelings	<b>Comment/link to own life</b> *Beginning to comment on specific places they have seen similar colours before and what they remind them of  *Do they remind your of happy times?  *Can you spot colours that you link to happiness?	<b>Comment/link to own life</b> *Comment on specific places and experiences that colours within the artwork remind them of  *The colour yellow reminds me of happier times, an example of this was then...	<b>Comment/link to own life</b> *Analyse and comment on experiences, places, thoughts and memories that the colours within the artwork remind them of *Which colours remind you of happier times? *Which colours remind you of sadder times?		
<b>Modification</b> Development of artwork	With support, beginning to comment on parts that they do not like about the artwork	Beginning to comment on parts that they do not like about the artwork	Independently comment on parts that they do not like about the artwork and explain why	Independently comment on parts that they would change about the artwork and why	Independently comment on parts that they would change about the artwork and why. Suggest two different ways they would modify this part	Independently comment on parts that they would change about the artwork and why. Suggest multiply ways they would modify each part	Confidently discuss in depth aspects of the artwork they would modify, how they would modify it and why



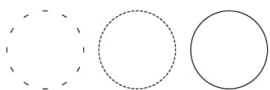
# Substantive knowledge

Drawing						
Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>L.O.: use a pencil to make marks</p> <p>Simple Mark-Making: Learning to control the pencil to make various marks such as lines, dots, and circles.</p>  <p>Cy Twombly</p> 	<p>L.O.: Create patterns with simple shapes and lines (stripes, polka dots).</p>  <p>THECLEVERHEART.COM</p> <p>Wassily Kandinsky</p> 	<p>L.O.: draw objects of different sizes</p> <p>Understanding Size Relationships: Drawing objects of different sizes to understand the concept of distance and size.</p>  <p>Jon Klassen</p> 	<p>L.O.: draw objects using negative space</p> <p>Negative Space Drawing: Identifying and drawing the space around objects.</p>  <p>Escher</p> 	<p>L.O.: understand the direction of light</p> <p>Advanced Shading for Form: Using shading to define where the light is coming from in the sketch.</p>  <p>Caravaggio</p> 	<p>L.O.: use circularism to develop realistic skin textures</p> <p>Use many overlapping circles to create realistic skin textures</p> 	<p>L.O.: understand cast and occlusion shadows</p> <p>Understand that occlusion shadows contain the darkest area and that a cast shadow can vary in length depending on the light source.</p> 

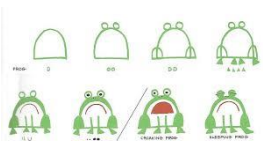


LO.: join lines to create shapes

Simple Line Drawing: Using lines to connect points and create simple objects.

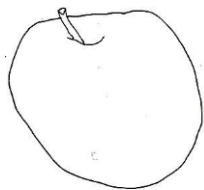


Ed Emberley

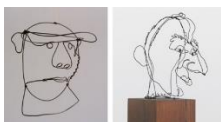


LO.: Create contour drawings

Contour Drawing of Simple Objects: Outlining objects without lifting the pencil off the paper (this is important to the development of focuses on capturing the shape and form of the subject, emphasising the edges and defining lines. Contour drawing helps improve hand-eye coordination and observational skills).

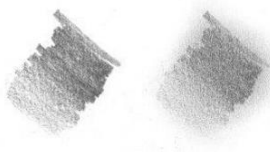


Alexander Calder



LO.: understand and practice hatching

Controlled Shading Techniques: Learning the basics of tonal shading.

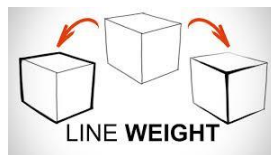


Leonardo Da Vinci



LO.: use lines to emphasise perspective

Line Variation for enhancing perspective: Using different lines (thick, thin, dashed) to suggest texture.

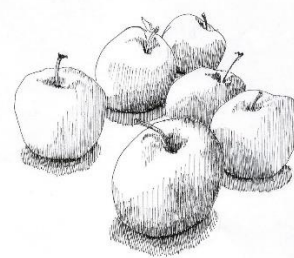


Mondrian



LO.: Create depth with overlaps

Creating Depth with Overlapping Figures: Drawing figures that overlap others to create depth.



Charles Warren Eaton



LO.: Use contour shading

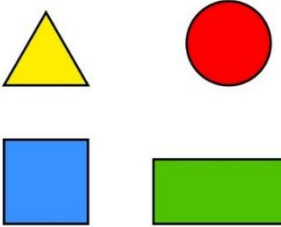
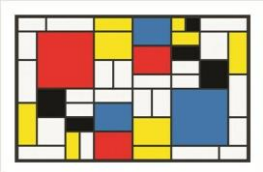
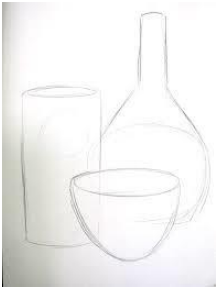
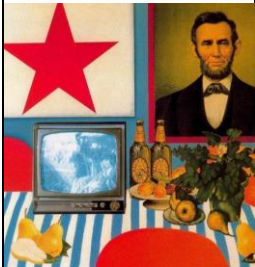






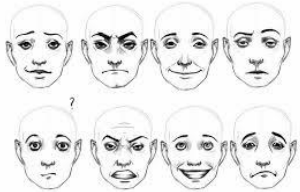
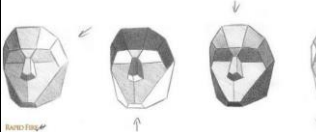
Children curve lines to follow the contour of the form you're shading.

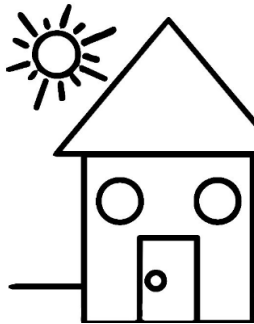




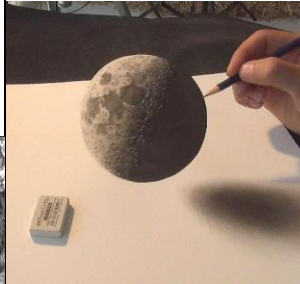
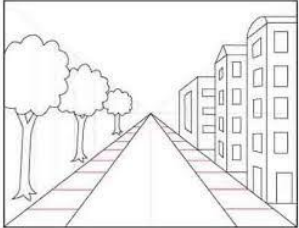

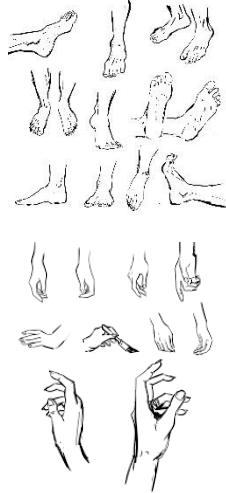


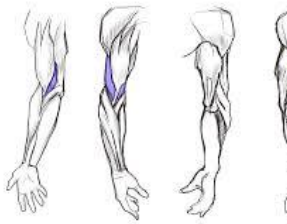


LO.: create and shade planes in an object

By dividing the faces of simple 3d shapes until there are many 'different' faces, children understand how shadows can be distributed.

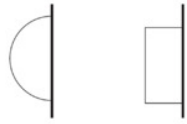


<p><b>L.O.: draw simple shapes</b></p> <p>Basic Shapes: Drawing basic shapes like circles, squares, rectangles, and triangles.</p>  <p>Piet Mondrian</p> 	<p><b>L.O.: to draw objects with correct size</b></p> <p>Proportion Basics: Understanding the basic proportions of familiar objects and simple figures.</p>  <p>Tom Wesselmann</p> 	<p><b>L.O.: understand and practice cross hatching</b></p>  <p>Rembrandt</p> 	<p><b>L.O.: Use lines to show movement</b></p> <p>Introduction to Action Lines: Using action lines to depict movement in figures and objects.</p>  <p>Edvard Munch</p> 	<p><b>L.O.: sketch simple facial features</b></p> <p>Simple Facial Features: Drawing basic eyes, noses, mouths on faces.</p>  <p>Rembrandt</p> 	<p><b>L.O.: sketch accurate facial expressions</b></p> <p>Expressive Portraits: Capturing expressions and emotions in portrait drawings.</p> 	<p><b>L.O.: explore the direction of light from different planes</b></p> <p>Children model the effect on a face of the different light sources.</p> 
<p><b>L.O.: use simple shapes to make a house</b></p> <p>Drawing Simple Objects: Sketching objects from daily life using basic shapes (e.g., a</p>	<p><b>L.O.: use repetitive marks to create textures</b></p> <p>Simple Texture Creation: Using repetitive marks to create simple textures</p>	<p><b>L.O.: draw 3d shapes</b></p> <p>Children to draw and shade a range of 3d shapes.</p>	<p><b>L.O.: use one-point perspective</b></p> <p>Introduction to Perspective: Simple one-point perspective to make objects look 3D.</p>	<p><b>L.O.: sketch hands and feet</b></p> <p>Drawing Hands and Feet in Simple Poses: Focusing on the basic shapes and positions of hands and feet.</p>	<p><b>L.O.: create detailed sketches of clothing folds</b></p> <p>Clothing and Drapery on Figures: Depicting how clothes drape on a human figure.</p>	<p><b>L.O.: create detailed anatomical sketches</b></p> <p>Understanding Anatomy for Artists: Basic introduction to the</p>

<p>house using squares and triangles).</p>  <p>Paul Klee</p> 	<p>(e.g., grass with short lines).</p>  <p>Diane Wright</p> 	 <p>Stefan Pabst</p> 	 <p>Leonid Afremov</p> 	 <p>Hans Holbein the Younger</p> 	 <p>anatomy relevant to drawing figures.</p>  <p>Creating Dynamic Poses and Action Scenes: Applying knowledge of anatomy and movement, learners will focus on capturing dynamic poses and creating action scenes, emphasizing the flow and energy of the figures.</p>	
<p>L.O.: complete the shapes</p> <p>Introduction to Symmetry: Drawing symmetrical shapes and patterns, like butterflies or flowers when given half (this is an important step in the development of children's</p>	<p>L.O.: create depth with shapes</p> <p>Using Overlapping Shapes: Drawing shapes that overlap to create a sense of depth.</p>	<p>L.O.: draw simple human figures</p> <p>Figure Drawing with Basic Shapes: Constructing human figures from circles and rectangles.</p>	<p>L.O.: use two-point perspective</p> <p>Two-Point Perspective: Drawing simple objects using two vanishing points to enhance 3D appearance.</p>	<p>L.O.: draw from observation</p> <p>Drawing from Observation: Sketching simple objects from observation, focusing on their basic forms.</p>	<p>L.O.: Use foreshortening</p> <p>Basic Foreshortening: Simplifying objects that appear to recede in space.</p>	<p>L.O.: sketch a more complex figure</p> <p>Complex Figure Drawing: Combining anatomy, proportion and movement for dynamic figures.</p>



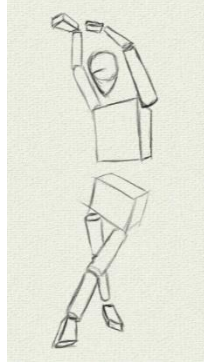
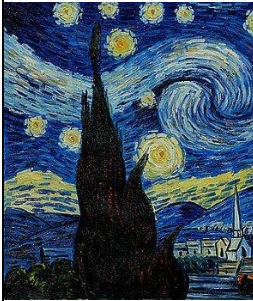
capacity to anticipate and plan their sketches).



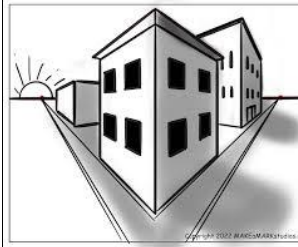
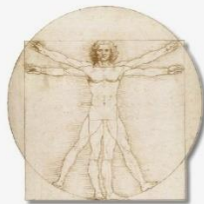
Eric Carle



Vincent Van Gogh



Leonardo Da Vinci

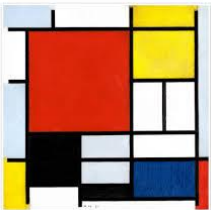
















Caillebotte















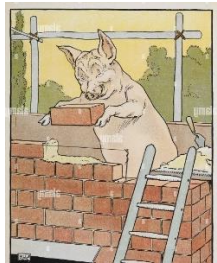







Edgar Degas



Painting						
Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>To Identify and create primary colours</p> <p><b>Piet Mondrian</b></p> 	<p>To identify and create secondary colours</p> <p><b>Wassily Kandinsky</b></p> 	<p>To mix primary, secondary, and tertiary colours to create a range of shades</p> <p><b>Paul Klee</b></p> 	<p>To use colour mixing techniques to create shades and tones</p> <p><b>Paul Cézanne</b></p> 	<p>To use colour mixing skills to create a colour palette</p> <p><b>Claude Monet</b></p> 	<p>To use colour mixing skills to create a range of colour palettes to enhance the mood of paintings</p> <p><b>Georgia O'Keeffe</b></p> 	<p>To understand the basics of tie-dye and colour theory.</p> <p><b>Sam Gilliam</b></p> 
<p>To practice lines, dots and curves using different sized brush strokes</p> <p><b>Wassily Kandinsky</b></p> 	<p>To practice short strokes, long strokes and blending to create basic shapes</p> <p><b>Matisse</b></p> 	<p>To paint patterns</p> <p><b>Henri Matisse</b></p> 	<p>To develop brush control to paint patterns</p> <p><b>Bridget Riley</b></p> 	<p>To develop brush control to paint intricate patterns</p> <p><b>Yayoi Kusama</b></p> 	<p>To paint a range of fine lines</p> <p><b>Myra Weir</b></p> 	<p>To learn how to prepare fabric and choose colours for tie-dye.</p> <p><b>Hiroyuki Shindo</b></p> 
<p>To paint with fingers, cotton balls and sponges to create different surface effects</p> <p><b>Eric Carle</b></p>	<p>To use different sized brushes, combs and scrapers to create textured patterns</p> <p><b>Gerhard Richter</b></p>	<p>To experiment with the texture technique stippling</p> <p><b>Georges Seurat</b></p>	<p>To experiment with dry brushing</p> <p><b>Andrew Wyeth</b></p>	<p>To use dry brushing to create a textured landscape</p> <p><b>Vincent Van Gogh</b></p>	<p>To create lifelike textures (fur and wood grain)</p> <p><b>John James Audubon</b></p> 	<p>To explore different folding and tying techniques to create various patterns</p> <p><b>Yinka Shonibare</b></p>






















						
To use brushes to create stripes and dots in paintings <b>Joan Miró</b> 	To use brushes and tools to create stripes, dots and zigzags in paintings <b>Andrew Petrov</b> 	To explore foreground and background by painting objects in different places <b>Joan Miró</b> 	To paint a simple scene with foreground, middle ground, and background elements. <b>Winslow Homer</b> 	To create the illusion of depth and spatial relationships in paintings <b>Pieter Bruegel</b> 	To explore the use of symbolism and metaphor in paintings to convey deeper meanings <b>René Magritte</b> 	To apply dye to fabric and experiment with colour mixing <b>Nick Cave</b> 
To use colours to express basic emotions (happiness, sadness, anger...) <b>Paul Klee</b> 	To paint a simple idea or story <b>L. Leslie Brooke</b> 	To paint a simple story with emotions <b>Beatrix Potter</b> 	To paint a complex narrative with multiple characters <b>Grandma Moses</b> 	To paint a portrait of a human figure and accuracy, proportion and expression. <b>Frida Kahlo</b> 	To paint a landscape which conveys positive emotions including line work and different strokes <b>Monet</b> 	To learn how to properly rinse, dry, and reveal tie-dye patterns <b>Sophie Standing</b> 












<p><b>Digital Painting</b></p> <ul style="list-style-type: none"> <li>• How to paint using computers</li> <li>• Using shapes and lines</li> <li>• Making careful choices</li> <li>• Why did I choose that?</li> <li>• Painting all by myself</li> <li>• <input type="checkbox"/> Comparing computer art and painting</li> </ul> <p><a href="#">Creating media – Digital painting (teachcomputing.org)</a></p>	<p><b>Digital Painting</b></p> <ul style="list-style-type: none"> <li>• Taking photographs</li> <li>• Landscape or portrait?</li> <li>• What makes a good photograph?</li> <li>• Lighting</li> <li>• Effects</li> <li>• <input type="checkbox"/> Is it real?</li> </ul> <p><a href="#">Creating media – Digital photography (teachcomputing.org)</a></p>	<p><b>Textiles: Cross Stich and applique skills:</b></p> <ul style="list-style-type: none"> <li>• Following design criteria to create a cushion or Egyptian collar.</li> <li>• Selecting and cutting fabrics with ease using fabric scissors.</li> <li>• Threading needles with greater independence.</li> <li>• Tying knots with greater independence.</li> <li>• Sewing cross stitch to join fabric.</li> <li>• Decorating fabric using appliqué.</li> <li>• Completing design ideas with stuffing and sewing the edges (Cushions) or embellishing the collars based on design ideas (Egyptian collars).</li> </ul> <p>Digital Painting</p> <ul style="list-style-type: none"> <li>• Can a picture move?</li> <li>• Frame by frame</li> <li>• What's the story?</li> <li>• Picture perfect</li> <li>• Evaluate and make it great!</li> <li>• Lights, camera, action!</li> </ul> <p><a href="#">Key Stage 2 (teachcomputing.org)</a></p>	<p><b>Digital Painting:</b></p> <ul style="list-style-type: none"> <li>• Changing digital images</li> <li>• Changing the composition of images</li> <li>• Changing images for different uses</li> <li>• Retouching images</li> <li>• Fake images</li> <li>• <input type="checkbox"/> Making and evaluating a publication</li> </ul> <p><a href="#">Key Stage 2 (teachcomputing.org)</a></p>	<p><b>Digital Painting</b></p> <ul style="list-style-type: none"> <li>• Vector graphics</li> <li>• Creating images</li> <li>• Making effective drawings</li> <li>• Layers and objects</li> <li>• Manipulating objects</li> <li>• <input type="checkbox"/> Create a vector drawing</li> </ul> <p><a href="#">Key Stage 2 (teachcomputing.org)</a></p>	<p><b>Digital Painting</b></p> <ul style="list-style-type: none"> <li>• Introduction to 3d modelling</li> <li>• Modifying 3d objects</li> <li>• Make your own name badge</li> <li>• Making a desk tidy</li> <li>• Planning a 3d model</li> <li>• Make your own 3d model</li> </ul> <p><a href="#">Creating media – 3D Modelling (teachcomputing.org)</a></p>	<p><b>Digital Painting</b></p> <ul style="list-style-type: none"> <li>• How to paint using computers</li> <li>• Using shapes and lines</li> <li>• Making careful choices</li> <li>• Why did I choose that?</li> <li>• Painting all by myself</li> <li>• <input type="checkbox"/> Comparing computer art and painting</li> </ul> <p><a href="#">Creating media – Digital painting (teachcomputing.org)</a></p>
---	--	---	---	--	--	---





Sculpture					
Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Objective: To explore pinching clay. Skill Development: Children will use their fingers to pinch and shape small pieces of clay, developing fine motor skills. Study "Little Dancer" by Edgar Degas, observing how pinching can create delicate features.</p> <p><b>Edgar Degas</b></p> 	<p>Objective: To identify and create basic shapes. Skill Development: Children will recognise and form simple shapes like circles, squares, and triangles using their hands and simple tools, experimenting with different forms.</p> <p><b>Barbara Hepworth</b></p> 	<p>Objective: Create more complex shapes and forms using clay and other sculptural materials. Skill Development: Children will practice constructing shapes like cones and pyramids.</p> <p><b>Naum Gabo</b></p> 	<p>Objective: Understand how sculptures can be asymmetrical Skill Development: children create basic asymmetries in forming and moulding shapes with clay.</p> <p><b>Betty Woodman</b></p> 	<p>Objective: research sculptures inspired by different cultures. Skill Development: Children will research various cultural art forms that reflect the styles and techniques of those cultures, fostering an appreciation for global art traditions.</p> <p><b>Ai Weiwei</b></p> 	<p>Objective: create a detailed sculpture of an ear Skill development: using a range of tools, children will carefully reconstruct an ear using an armature for support.</p>  <p><b>Marc Quinn</b></p> 
<p>Objective: To practice squishing clay. Skill Development: Children will use their hands to squish and flatten clay, feeling the texture and resistance of the material. Look at the work of Claes Oldenburg, particularly "Floor Cake," to see how squishing can create larger-than-life forms.</p> <p><b>Claes Oldenburg</b></p> 	<p>Objective: To create a wider range of shapes. Skill Development: Children will practice making basic geometric shapes like cubes and cylinders, learning how to mould and join materials.</p> <p><b>Constantin Brâncuși</b></p>	<p>Objective: understand my sculptures can be symmetrical Skill development: children explore simple symmetries in detailing basic designs.</p> <p><b>Magdelene Odundo</b></p>	<p>Objective: Understand and construct simple armatures to support sculptures. Skill Development: Children will use wire, sticks, and other materials to build basic armatures, learning how to create a stable base for their sculptures.</p> <p><b>Alberto Giacometti</b></p>	<p>Objective: Understand and create abstract sculptures using a variety of materials. Skill Development: Building on their appreciation of different cultural art forms, children will explore different shapes and forms to create abstract pieces, learning to express ideas and emotions through non-representational art.</p> <p><b>Joan Miro</b></p>	<p>Objective: Create a detailed sculpture of an eye Skill Development: using a range of tools, children will carefully reconstruct an eye using an armature for support.</p> <p><b>Louise Bourgeois</b></p>

					
<p>Objective: To roll balls of clay. Skill Development: Children will roll small pieces of clay into balls using their palms.</p> <p><b>Jun Kaneko</b></p> 	<p>Objective: Use a tool to create different textures in a sculpture.</p> <p>Skill Development: Children will use a knife to create evenly spaced textures in their clay or playdough, exploring and creating textured surfaces.</p> <p><b>Louise Nevelson</b></p> 	<p>Objective: Create patterns and repeated designs on sculptural surfaces.</p> <p>Skill Development: Using tools and stamps, children will imprint patterns onto their sculptures, exploring how repetition can enhance visual interest.</p> <p><b>Gustav Klimt</b></p> 	<p>Objective: Develop an understanding of proportion and scale in sculpture.</p> <p>Skill Development: Children will create sculptures that focus on accurate proportions, such as making figures or objects with correct relative sizes.</p> <p><b>Auguste Rodin</b></p> 	<p>Objective: plan and collect materials for a sculpture that reflects our preoccupations with the world around us</p> <p>Skill Development: Building on their understanding of non-representational art forms and different cultural backgrounds, children will combine different materials to create mixed media sculptures, learning how different materials interact to create a narrative.</p> <p><b>Marcel Duchamp</b></p> 	<p>Objective: create a detailed sculpture of a nose</p> <p>Skill Development: children will sculpt a nose using an armature to support its base</p> <p><b>Kiki Smith</b></p> 
<p>Objective: To practice pressing objects into clay. Skill Development: Children will press various objects (e.g., leaves, stamps) into clay to create imprints.</p>	<p>Objective: Experiment with creating textures on surfaces using different tools and materials</p>	<p>Objective: Understand and create relief sculptures that incorporate depth and texture. Skill Development: Children will build up layers of clay or other materials on</p>	<p>Objective: Learn advanced techniques for decorating the surface of sculptures. Skill Development:</p>	<p>Objective: Create sculptures using the collected natural and recycled materials.</p>	<p>Objective: create a detailed sculpture of a mouth</p>

<p><b>Jun Kaneko</b></p> 	<p>Skill Development: Children will use a range of tools to create textures in their everyday objects (e.g., combs, leaves, and fabric) to press into clay or playdough, exploring and creating textured surfaces.</p> <p><b>Wanxin Zhang</b></p> 	<p>a flat surface to create a raised design, learning about foreground and background.</p> <p><b>Lorenzo Ghiberto</b></p> 	<p>Children to use a variety of tools to add intricate details and textures to their sculptures.</p> <p><b>Isamu Noguchi</b></p> 	<p>Skill Development: Children will collect natural items (leaves, twigs, stones) and recycled materials to construct sculptures that, for example, highlight environmental themes and sustainability.</p> <p><b>Andy Goldsworthy</b></p> 	<p>Skill Development: Skill Development: children will sculpt a mouth using an armature to support its base.</p> <p><b>Phillipe Faraut</b></p> 
<p>Objective: To create rope-like coils. Skill Development: Children will roll clay into long, thin coils, learning to control thickness and length.</p> <p><b>Maria Martinez</b></p> 	<p>Objective: create shells and add appropriate textures</p> <p>Skill development Children will add texture to their shell using the tools they've practised with in this unit.</p> <p><b>Courtney Mattison</b></p> 	<p>Objective: Integrate found objects into sculptures to enhance creativity and resourcefulness.</p> <p>Skill Development: Children will collect and incorporate everyday items into their sculptures, experimenting with combining different materials and textures.</p> <p><b>Tony Cragg</b></p> 	<p>Objective: Create sculptures based on a specific theme or story.</p> <p>Skill Development: Children will choose a theme, plan their sculpture, and create a piece that tells a story or conveys a message, practicing narrative skills through their art.</p> <p><b>Antony Gormley</b></p> 	<p>Objective: Interpret the work of your peers</p> <p>Skill development: Utilising their theoretical and cultural understanding, children will interpret, evaluate and analyse each other's creative works.</p>	<p>Objective: create a proportionate sculpture of a head</p> <p>Skill development: Children to create a sculpture of a head (without the details, focussing on proportion)</p> <p><b>Damien Hirst</b></p> 

Final Piece: Create a familiar object using clay	Final Piece: Recreate an object from the beach	Final Piece: Create a symmetrical piece from your own experiences	Final Piece: Create an asymmetrical piece from your own experiences	Final Piece: Create a sculpture inspired by a different culture	Final Piece: Create a sculpture of myself