

Aspects of Art - Making

Progression of knowledge and skills from Reception to Year 6

Year Group	Implicit knowledge (skills)	Substantive Knowledge	Materials/ Tools
Rec	<p>Develop fine motor strength and dexterity</p> <p>Build and represent using unit blocks</p> <p>Build and represent using large construction materials</p> <p>Learn to construct through balance, paying attention to weight</p> <p>Join materials together with glue, Sellotape, nails (in woodwork)</p> <p>Use appropriate tools to join materials</p>	<p>Understand that models can be made from a variety of materials to represent ideas.</p>	<p>Unit blocks</p> <p>Large outdoor construction</p>
Year 1 – [MAKING BIRDS]	<p>Use a combination of two or more materials to make sculpture.</p> <p>Use construction methods to build.</p> <p>Work in a playful, exploratory way, responding to a simple brief, using <i>Design through Making</i> philosophy.</p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Understand the meaning of <i>Design through Making</i>.</p>	<p>Mixed materials</p> <p>Joining materials – glue, tape, string, wire</p>
Year 2 – [BE AN ARCHITECT]	<p>Use the <i>Design through Making</i> philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective.</p> <p>Consider interior and exterior when making.</p> <p>Use <i>Design through Making</i> philosophy to playfully construct towards a loose brief.</p>	<p>Understand the role of an architect.</p> <p>Understand when we make sculpture by adding materials it is called Construction.</p>	<p>Natural materials</p> <p>Drawing tools</p> <p>Mixed media</p> <p>Joining materials – variety of glue, tape, string, wire</p>
Year 3 – [TELLING STORIES]	<p>Use Modroc or air dry clay to model characters inspired by literature.</p> <p>Consider form, texture, character, structure.</p> <p>Make an armature to support the sculpture.</p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</p> <p>That clay and Modroc are soft materials which finally dry/set hard.</p> <p>An armature is an interior framework which support a sculpture.</p>	<p>Modroc</p> <p>Air-drying clay</p> <p>Drawing tools</p> <p>I-pads</p> <p>Editing tools</p> <p>Paint</p>
Year 4 – [DISPLAY S]	<p>Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us.</p> <p>To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us.</p> <p>To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric.</p> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use <i>Design through Making</i> philosophy and reflect at all stages to inform future making.</p> <p>To combine modelling with construction using mixed media to create sculpture.</p>	<p>Understand that a plinth is a device for establishing the importance or context of a sculptural object. <u>Art of Display</u></p> <p>Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object.</p> <p>To understand that sometimes people themselves can be the object, as in performance art.</p> <p>To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right.</p>	<p>Mixed Media</p> <p>Drawing tools</p> <p>Paint</p> <p>Construction materials</p> <p>Joining materials</p>

<p>Year 5 – [SET DESIGN]</p>	<p>Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation.</p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.</p> <p>Work in 3d to devise fashion constructed from patterned papers.</p>	<p>Understand that set designers can design/make sets for theatres or for animations.</p> <p>Understand that designers often create scaled models to test and share ideas with others.</p>	<p>Mixed Media Drawing tools Paint Construction materials Joining materials Fabric</p>
<p>Year 6 – [BRAVE COLOUR]</p>	<p>Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.”</p> <p>Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel.</p>	<p>Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork.</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life.</p>	<p>Mixed Media Drawing tools Paint Construction materials Joining materials Fabric</p>