

# YEAR 4

|                | EYFS   | YEAR 1  | YEAR 2   | YEAR 3   | YEAR 4  | YEAR 5  | YEAR 6   |
|----------------|--|---|--|--|---|---|--|
| <b>3D work</b> | <p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b></p> <p><b>Creating with Materials ELG:</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p> | <p><b>Pull apart and reconstruct</b> basic shapes</p> <p>Know how to <b>roll, cut and coil</b> materials.</p> <p>Become aware of <b>form, feel, texture, pattern and weight</b></p> | <p>Experiment with basic <b>tools on rigid and plastic materials</b></p> <p><b>Compare and recreate forms</b> and shapes from <b>natural and made environments</b></p> <p>Know how to make a <b>clay pot</b> and how to <b>join two clay finger pots</b> together.</p> | <p>Create <b>texture</b> using rigid and plastic <b>materials</b> and a variety of <b>tools</b></p> <p>Use stimuli to create simple <b>2D and 3D images</b> using a variety of tools and materials.</p> <p>Show an understanding of <b>space and form</b>.</p> | <p>Recreate <b>2D images</b> in a <b>3D piece</b></p> <p>Consider <b>texture, form and shape</b> when recreating an image in <b>3D form</b>.</p> <p>Know how to <b>sculpt</b> clay and other mouldable materials.</p> | <p>Look at <b>colour and pattern</b> in <b>3D form</b> and transfer this to their own work</p> <p>Explore how stimuli can be used as a starting point for 3D work with a particular focus on <b>form, shape, pattern, texture, colour</b></p> | <p>Explore <b>3D work</b> from a variety of <b>genres and cultures</b> and develop own response through experimentation.</p> |

## 3D WORK COMPOSITES

use sketch books to record their observations and use them to review and revisit ideas

improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

## COMPONENTS

|  | 1                             | 2                      | 3                        | 4 | 5 | End Point   |
|--|-------------------------------|------------------------|--------------------------|---|---|---|
|  | How can I make 2D objects 3D? | Can I plan a 3D piece? | Can I create a 3D piece? |   |   | Children will make a 3D piece of art depicting a fish scene |

|  |   |  |   |  |  |   |
|--|---|--|---|--|--|---|
| <b>CONCEPTS</b><br><a href="#">Link to concept map</a> | Expression Influence  | Expression Influence   | Expression Influence  |  |  | Children will explore and respond to direct sensory experiences, memory and imagination.<br>Children will discuss the use of colour and imagery and begin to explore their own intent.                        |
| <b>SKILLS</b>  | Recreate <b>2D</b> images in a <b>3D</b> piece<br>Consider <b>texture, form and shape</b> when recreating an image in <b>3D form</b> .<br>Know how to <b>sculpt</b> clay and other mouldable materials. | Recreate <b>2D</b> images in a <b>3D</b> piece   | Recreate <b>2D</b> images in a <b>3D</b> piece<br>Consider <b>texture, form and shape</b> when recreating an image in <b>3D form</b> .<br>Know how to <b>sculpt</b> clay and other mouldable materials. |  |  | Children will recreate 2D images in a 3D piece<br>Children will consider texture, form and shape when recreating an image in 3D form.<br>Children will know how to sculpt clay and other mouldable materials. |
| <b>KNOWLEDGE</b>                                       | 2D art can be recreated in a 3D piece   | 2D art can be recreated in a 3D piece  | 2D art can be recreated in a 3D piece   |  |  | 2D art can be recreated in a 3D piece   |
| <b>LESSON LINK</b>                                     | <a href="#">MTP</a>   | <a href="#">MTP</a>  | <a href="#">MTP</a>   |  |  |   |
| <b>PROGRESSIVE VOCABULARY</b>                          | 2D<br>3D<br>texture<br>form<br>shape<br>sculpt  | 2D<br>3D   | 2D<br>3D<br>texture<br>form<br>shape<br>sculpt  |  |  | Articulate and recognise subject specific vocabulary  |
| <b>CURRICULUM EXPERIENCES</b>                          |   |  | Making a 3D piece of art depicting fish   |  |  | Application of knowledge and skills to select and use a range of materials to create a 3D depiction of fish   |
| <b>END POINT</b>                                       | Children will have looked at a 2D piece of art and explored the possibility of how it could be recreated in a 3D style  | Children will have sketched and planned their idea for creating a 3D piece of art depicting fish | Children will have created a 3D piece of art depicting fish using a range of techniques and materials   |  |  | Application of knowledge and skills to select and use a range of materials to create a 3D depiction of fish   |