



Year B Year 1 and 2 Autumn term	Crafting, Designing and Decorating Enquiry Question How do artists use pattern and fabric to create decorative artwork?	Key Vocabulary										
National Curriculum Links Pupils should be taught to: • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share ideas. • Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. • Learn about the work of artists, craft makers and designers. • Describe similarities and differences between artists and make links to their own work.	National Curriculum Coverage Children will: • Use textiles and fabric creatively to design and make decorative artwork. • Develop sewing and textile techniques including cutting, joining and decorating fabric. • Explore pattern, colour and texture through textile artwork. • Investigate how artists and designers use textiles to communicate ideas. • Evaluate and discuss their own artwork using simple artistic vocabulary. Curriculum Mapping <table><tr><td>National Curriculum Objective</td><td>Where Covered</td></tr><tr><td>Use a range of materials creatively</td><td>Lessons 1-5</td></tr><tr><td>Develop techniques using pattern and texture</td><td>Lessons 2-5</td></tr><tr><td>Learn about artists, craft makers and designers</td><td>Lessons 1-4</td></tr><tr><td>Evaluate and discuss artwork</td><td>Lesson 6 and End Point Gallery</td></tr></table> Prior Learning Children may have previously: • Explored different materials in EYFS.	National Curriculum Objective	Where Covered	Use a range of materials creatively	Lessons 1-5	Develop techniques using pattern and texture	Lessons 2-5	Learn about artists, craft makers and designers	Lessons 1-4	Evaluate and discuss artwork	Lesson 6 and End Point Gallery	Core Vocabulary • Fabric - A material made by weaving, knitting or bonding fibres together. • Template - A shape used as a guide when making something. • Running Stitch - A simple sewing stitch made by passing a needle in and out of fabric. • Sew - To join fabric together using a needle and thread. • Decorate - To add colour, pattern or detail to improve the appearance of something. • Bunting - A line of decorated fabric flags joined together for display. Wider Vocabulary • Pattern - A repeated arrangement of shapes, colours or lines. • Textile - Fabric or cloth used to create artwork or useful objects. • Thread - A thin strand used for sewing fabric together.
National Curriculum Objective	Where Covered											
Use a range of materials creatively	Lessons 1-5											
Develop techniques using pattern and texture	Lessons 2-5											
Learn about artists, craft makers and designers	Lessons 1-4											
Evaluate and discuss artwork	Lesson 6 and End Point Gallery											



	• Cut, joined and decorated simple materials. • Used colour and pattern in artwork. • Created simple pictures and models. • Talked about artwork they have created. Artist Knowledge Children must know: William Morris • William Morris was a British designer. • He created repeating patterns inspired by nature. • His designs are still used on fabrics today. Orla Kiely • Orla Kiely is an Irish designer. • She creates colourful repeating patterns. • Nature often inspires her designs. Children should know: • Artists and designers use pattern to decorate fabric. • Fabrics can be joined and decorated in different ways. • Repeating patterns make designs interesting. • Different materials create different effects. Resources • Felt • Fabric • Needles • Thread • Fabric glue • Scissors • Templates • Pattern examples • William Morris artwork	• Needle - A thin tool used to sew fabric with thread. • Felt - A soft fabric made by pressing fibres together. • Cut - To divide fabric carefully using scissors. • Join - To connect two or more pieces of fabric together. • Shape - A flat outline, such as a circle, square or triangle. • Craft - Making something by hand using different materials and techniques. • Design - A plan or idea for creating something • Vocabulary Retrieval Opportunities Children will revisit vocabulary when: • exploring patterned fabrics • creating templates • sewing fabric together • decorating their textile artwork • evaluating finished work • answering the enquiry question
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- Orla Kiely artwork
- Vocabulary cards
- Assessment sheets

Lesson 1 - How do artists use pattern to decorate fabric?

Learning Objective

To be able to identify repeating patterns used in textile artwork.

Statutory Knowledge

- Artists and designers use repeating patterns to decorate fabric.
- Patterns are created by repeating shapes, colours or lines.
- Fabrics can be decorated in many different ways.

Enrichment Knowledge

- William Morris created repeating patterns inspired by nature that are still used today.

Progression of Skills

- Observe repeating patterns.
- Identify shapes within a design.
- Describe artwork using appropriate vocabulary.

Building Towards the Enquiry Question

Children begin to understand how artists use pattern to make decorative textile artwork.

Expected Outcome

Year 1

- Identify simple repeating patterns in fabric.

Year 2

- Describe how repeating patterns make fabric more decorative.

Lesson 2 - How do artists plan textile designs?

Learning Objective

To be able to create a template for a decorative textile design.



	Statutory Knowledge • Artists plan their ideas before creating artwork. • Templates help create accurate shapes. • Careful planning improves the finished product. Enrichment Knowledge • Designers often produce several ideas before choosing a final design. Progression of Skills • Draw a simple template. • Select appropriate shapes. • Plan decorative ideas. Building Towards the Enquiry Question Children learn that planning is an important part of creating textile artwork. Expected Outcome Year 1 • Create a simple template. Year 2 • Create a template with planned decorative details. Lesson 3 - How do artists join fabric together? Learning Objective To be able to use a running stitch to join fabric safely. Statutory Knowledge • Running stitch is a simple sewing technique. • Fabric can be joined using needle and thread. • Sewing requires care and accuracy. Enrichment Knowledge • Sewing has been used to create clothing and decorative textiles for hundreds of years. Progression of Skills • Thread a needle with support. • Use a running stitch.	
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	• Join two pieces of fabric carefully. Building Towards the Enquiry Question Children develop the practical skills needed to create decorative textile artwork. Expected Outcome Year 1 • Complete a simple running stitch with support. Year 2 • Sew independently using an even running stitch. Lesson 4 - How do artists decorate fabric? Learning Objective To be able to decorate fabric using colour, shape and pattern. Statutory Knowledge • Decoration makes textile artwork more interesting. • Artists choose colours and shapes carefully. • Decorative details can communicate ideas. Enrichment Knowledge • Orla Kiely's artwork is recognised for its bold colours and simple repeating patterns. Progression of Skills • Select decorative materials. • Add repeating patterns. • Make thoughtful artistic choices. Building Towards the Enquiry Question Children explore how artists use decoration to improve textile designs. Expected Outcome Year 1 • Add simple decoration to fabric. Year 2 • Decorate fabric using repeating patterns and colour.	
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Lesson 5 - How can I create decorative bunting?

Learning Objective

To be able to create a piece of decorative bunting inspired by a designer.

Statutory Knowledge

- Artists combine different techniques to create final artwork.
- Planning helps produce successful outcomes.
- Decorative artwork should meet its design intention.

Enrichment Knowledge

- Designers often adapt and improve their work throughout the creative process.

Progression of Skills

- Follow a design plan.
- Sew and decorate fabric.
- Combine artistic techniques.

Building Towards the Enquiry Question

Children apply all of their learning to produce a finished textile outcome.

Expected Outcome

Year 1

- Create a simple decorated piece of bunting.

Year 2

- Create a carefully finished piece of bunting showing pattern and accurate sewing.

Lesson 6 - Textile Gallery

Learning Objective

To be able to evaluate and explain my textile artwork.

Statutory Knowledge

- Artists evaluate their finished work.
- Artistic vocabulary helps explain ideas.
- Evaluation helps artists improve.



	Enrichment Knowledge - Artists often display and discuss their work with others before making improvements. Progression of Skills - Reflect on artwork. - Explain artistic choices. - Evaluate against success criteria. Building Towards the Enquiry Question Children explain how artists use pattern and fabric to create decorative artwork. Expected Outcome Year 1 - Describe their finished bunting using simple art vocabulary. Year 2 - Explain how pattern, sewing and decoration helped create an effective piece of textile artwork. End Point Textile Gallery Children will create a piece of decorative bunting inspired by the work of William Morris or Orla Kiely. The artwork should demonstrate: - Careful planning using a template. - Accurate use of a running stitch. - Decorative patterns inspired by artists and designers. - Thoughtful use of colour, shape and fabric. - Increasing control when using textile techniques. Children will explain: - Which artist or designer inspired their work. - How they used pattern to decorate their bunting. - How they used sewing techniques to create their final piece.	
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- How artists use pattern and fabric to create decorative artwork.

End Point Success Criteria

Year 1

Children will be able to:

- Create a simple piece of decorative bunting.
- Use a template to create an accurate shape.
- Sew using a simple running stitch with support.
- Explain how an artist or designer inspired their work.

Year 2

Children will be able to:

- Create a carefully finished piece of decorative bunting.
- Use a running stitch independently and accurately.
- Apply repeating patterns to decorate fabric.
- Explain how pattern, colour and sewing techniques improved their final artwork.

End Point Assessment Questions

Year 1

1. What is fabric?
2. What is a template used for?
3. What is a running stitch?
4. How do artists decorate fabric?
5. How do artists use pattern and fabric to create decorative artwork?

Year 2

1. How did William Morris or Orla Kiely inspire your artwork?
2. Why do artists use repeating patterns?
3. How did you use a running stitch to join fabric?
4. Why is planning important when creating textile artwork?
5. How do artists use pattern and fabric to create decorative artwork?



	Expected End Point Knowledge Year 1 Children should know: • Fabric can be used to create decorative artwork. • Artists use repeating patterns to decorate textiles. • A template helps create accurate shapes. • A running stitch joins fabric together. • Artwork can be decorated using colour and pattern. Year 2 Children should know: • William Morris and Orla Kiely use repeating patterns inspired by nature. • Artists carefully plan textile artwork before making it. • Sewing joins materials together securely. • Decorative techniques improve the appearance of artwork. • Artists make thoughtful choices about colour, pattern and materials. Final Enquiry Response How do artists use pattern and fabric to create decorative artwork? Year 1 Expected Response <i>"Artists use fabric, colour and repeating patterns to create decorative artwork."</i> Year 2 Expected Response <i>"Artists use pattern, colour, fabric and sewing techniques to create decorative artwork. Different artists use different designs and materials to make their work unique."</i> Vocabulary Children Should Retain • Fabric • Template • Running Stitch	
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	• Sew • Decorate • Bunting	
Year B Year 1 and 2 Spring term	Exploring Colour, Texture and Expression Enquiry Question How do artists use colour to express ideas and feelings?	Key Vocabulary
National Curriculum Links Pupils should be taught to: • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.	National Curriculum Coverage Children will: • Develop painting techniques using a range of brushes, tools and materials. • Explore how artists use colour to communicate ideas, feelings and mood. • Experiment with colour mixing and different painting techniques. • Study the work of abstract artists and explain how colour can express emotions. • Evaluate and discuss artwork using appropriate artistic vocabulary.	Core Vocabulary • Primary Colour - Red, yellow and blue; colours that cannot be made by mixing other colours. • Secondary Colour - A colour made by mixing two primary colours together. • Blend - To mix colours together smoothly.



- Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. - Learn about the work of artists, craft makers and designers. - Describe similarities and differences between artists and make links to their own work.	Curriculum Mapping <table><tr><td>National Curriculum Objective</td><td>Where Covered</td></tr><tr><td>Use painting creatively</td><td>Lessons 1-5</td></tr><tr><td>Develop colour and painting techniques</td><td>Lessons 2-5</td></tr><tr><td>Learn about artists and designers</td><td>Lessons 1-4</td></tr><tr><td>Evaluate artwork</td><td>Lesson 6 and End Point Gallery</td></tr></table>	National Curriculum Objective	Where Covered	Use painting creatively	Lessons 1-5	Develop colour and painting techniques	Lessons 2-5	Learn about artists and designers	Lessons 1-4	Evaluate artwork	Lesson 6 and End Point Gallery	- Shade - A darker version of a colour made by adding black. - Tint - A lighter version of a colour made by adding white. - Palette - A board or tray used to hold and mix paint. Wider Vocabulary <u>Abstract</u> - Artwork that does not try to show real objects. - Artist - A person who creates artwork. - Paint - A coloured liquid used to create artwork. - Colour Wheel - A diagram showing how colours are related. - Mood - The feeling created by a piece of artwork. - Pattern - A repeated arrangement of shapes, colours or lines. - Shape - A flat outline such as a circle, square or triangle. - Experiment - To try different ideas or techniques. - Bright - Strong, vivid colours. - Dark - Colours with less light or brightness.
National Curriculum Objective	Where Covered											
Use painting creatively	Lessons 1-5											
Develop colour and painting techniques	Lessons 2-5											
Learn about artists and designers	Lessons 1-4											
Evaluate artwork	Lesson 6 and End Point Gallery											
	Prior Learning Children may have previously: - Explored different painting tools in EYFS. - Used colour to create artwork. - Created decorative textile artwork. - Used templates and simple sewing techniques. - Evaluated their own artwork. Artist Knowledge Children must know: Wassily Kandinsky - Kandinsky was a Russian artist. - He used bright colours and shapes. - He believed colours could express feelings. - His artwork is called abstract because it does not always show real objects. Bridget Riley - Bridget Riley is a British artist. - She creates artwork using lines, shapes and colour. - Her artwork can make our eyes think things are moving. - She carefully repeats shapes and patterns. Children should know:											



- Artists choose colours for different reasons.
- Colour can communicate feelings and ideas.
- Abstract artwork does not always show real objects.
- Artists experiment before creating a final piece.

Lesson 1 - What are primary and secondary colours?

Learning Objective

To be able to identify primary and secondary colours.

Statutory Knowledge

- There are three primary colours: red, yellow and blue.
- Primary colours can be mixed to create secondary colours.
- Artists use colour to create different effects.

Enrichment Knowledge

- Artists experiment with colour before creating their final artwork.

Progression of Skills

- Identify primary colours.
- Mix secondary colours.
- Record colour discoveries.

Building Towards the Enquiry Question

Children begin to understand that artists carefully choose and mix colours when creating artwork.

Expected Outcome

Year 1

- Identify the primary colours and mix simple secondary colours.

Year 2

- Explain how primary colours can be mixed to create secondary colours.

Lesson 2 - How can artists change colours?

Learning Objective

To be able to create different tints and shades.



	Statutory Knowledge • White makes colours lighter (tints). • Black makes colours darker (shades). • Artists use tints and shades to create different effects. Enrichment Knowledge • Changing colours can help create different moods in artwork. Progression of Skills • Mix tints. • Mix shades. • Compare colour changes. Building Towards the Enquiry Question Children develop greater control when mixing paint. Expected Outcome Year 1 • Create lighter and darker colours with support. Year 2 • Mix a range of tints and shades independently. Lesson 3 - How do artists use colour to express feelings? Learning Objective To be able to explore how colours can express different ideas and feelings. Statutory Knowledge • Colours can make people think about different feelings. • Artists choose colours for a purpose. • Different colours create different effects. Enrichment Knowledge • Wassily Kandinsky believed colours could express emotions. Progression of Skills • Observe artwork. • Discuss colour choices. • Experiment with colour combinations.	
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	Building Towards the Enquiry Question Children begin to understand that colour communicates meaning. Expected Outcome Year 1 • Talk about how colours make them feel. Year 2 • Explain why an artist may choose particular colours. Lesson 4 - How do artists experiment with colour and pattern? Learning Objective To be able to create artwork inspired by abstract artists. Statutory Knowledge • Artists experiment with colours and shapes. • Paint can be applied in different ways. • Every artist has their own style. Enrichment Knowledge • Bridget Riley creates artwork using repeated shapes and colour to create interesting visual effects. Progression of Skills • Explore painting techniques. • Experiment with colour. • Create repeating patterns. Building Towards the Enquiry Question Children explore different ways artists express ideas through colour. Expected Outcome Year 1 • Create simple painted patterns. Year 2 • Create artwork inspired by an artist using colour and pattern. Lesson 5 - How can I create my own expressive painting?	
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	Learning Objective To be able to create a painting using colour to express an idea or feeling. Statutory Knowledge • Artists plan before creating final artwork. • Colour choices affect the finished piece. • Different techniques create different effects. Enrichment Knowledge • Artists often improve their work by trying different ideas first. Progression of Skills • Plan ideas. • Mix colours independently. • Paint carefully. • Review and improve. Building Towards the Enquiry Question Children apply all of their learning to create an expressive painting. Expected Outcome Year 1 • Create a painting using colours they have mixed. Year 2 • Create a painting that uses colour purposefully to express an idea or feeling. Lesson 6 - Colour and Expression Gallery Learning Objective To be able to evaluate and explain my artwork. Statutory Knowledge • Artists evaluate their finished work. • Artistic vocabulary helps explain ideas. • Evaluation helps artists improve future artwork. Enrichment Knowledge • Artists often display and discuss their work with others.	
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	Progression of Skills • Reflect. • Evaluate. • Explain artistic choices. Building Towards the Enquiry Question Children explain how artists use colour to express ideas and feelings. Expected Outcome Year 1 • Describe their painting using simple artistic vocabulary. Year 2 • Explain how their colour choices helped communicate an idea or feeling. End Point Colour and Expression Gallery Children will create an expressive painting inspired by the work of Wassily Kandinsky or Bridget Riley. The artwork should demonstrate: • Careful colour mixing using primary and secondary colours. • Purposeful use of tints and shades. • Thoughtful colour choices to communicate an idea or feeling. • Inspiration from a studied artist. • Increasing control when using paint and painting techniques. Children will explain: • Which artist inspired their work. • How they mixed colours to achieve different effects. • How they used colour to express an idea or feeling. • How artists use colour to express ideas and feelings. End Point Success Criteria Year 1 Children will be able to:	
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- Identify and use primary and secondary colours.
- Mix colours to create simple tints and shades with support.
- Create a painting inspired by a studied artist.
- Describe how colours can express different feelings.

Year 2

Children will be able to:

- Mix primary colours confidently to create secondary colours.
- Use tints and shades purposefully within a painting.
- Create an expressive painting inspired by a studied artist.
- Explain how colour choices communicate ideas and feelings.

End Point Assessment Questions

Year 1

1. What are the primary colours?
2. How do you make a secondary colour?
3. What is a tint?
4. What is a shade?
5. How do artists use colour to express ideas and feelings?

Year 2

1. How did Wassily Kandinsky or Bridget Riley inspire your artwork?
2. Why do artists mix colours?
3. How did you use tints and shades in your painting?
4. How did your colour choices help express an idea or feeling?
5. How do artists use colour to express ideas and feelings?

Expected End Point Knowledge

Year 1

Children should know:

- The three primary colours are red, yellow and blue.
- Primary colours can be mixed to make secondary colours.
- Tints are made by adding white to a colour.



- Shades are made by adding black to a colour.
- Artists use colour to express ideas and feelings.

Year 2

Children should know:

- Artists choose colours carefully to create different effects.
- Kandinsky used colour and shape to communicate ideas and feelings.
- Bridget Riley used colour and repeated patterns to create visual effects.
- Mixing colours allows artists to create a wider range of colours.
- Different colour choices can change the mood of a piece of artwork.

Final Enquiry Response

How do artists use colour to express ideas and feelings?

Year 1 Expected Response

"Artists use different colours to express ideas and feelings in their artwork."

Year 2 Expected Response

"Artists carefully choose, mix and use colours to express ideas and feelings. Different colours, tints and shades can change the mood and meaning of a piece of artwork."

Vocabulary Children Should Retain

- Primary Colour
- Secondary Colour
- Blend
- Shade
- Tint
- Palette



Year B Year 1 and 2 Summer term	Shaping, Constructing and Creating Form Enquiry Question How do artists use different materials to create sculptures?	Key Vocabulary								
National Curriculum Links Pupils should be taught to: • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. • Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. • Learn about the work of artists, craft makers and designers. • Describe similarities and differences between artists and make links to their own work.	National Curriculum Coverage Children will: • Explore how sculptures can be created using a range of materials. • Investigate how artists use shape, form and texture to create three-dimensional artwork. • Experiment with joining, building and constructing sculptures. • Study the work of significant sculptors. • Evaluate and discuss sculptures using artistic vocabulary. Curriculum Mapping National Curriculum Objective Where Covered <table><tr><td>Use sculpture creatively</td><td>Lessons 1-5</td></tr><tr><td>Develop sculpture techniques</td><td>Lessons 2-5</td></tr><tr><td>Learn about sculptors</td><td>Lessons 1-4</td></tr><tr><td>Evaluate artwork</td><td>Lesson 6 and End Point Gallery</td></tr></table> Prior Learning Children may have previously: • Explored different materials in Early Years. • Used fabric to create decorative artwork. • Mixed colours and created expressive paintings. • Used simple joining techniques.	Use sculpture creatively	Lessons 1-5	Develop sculpture techniques	Lessons 2-5	Learn about sculptors	Lessons 1-4	Evaluate artwork	Lesson 6 and End Point Gallery	Core Vocabulary • Model - A small three-dimensional object. • Build - To put materials together to make something. • Recycle - To use materials again in a new way. • Clay - A soft natural material used to make sculptures. • Mould - To shape a soft material using your hands. • □ Three-Dimensional - Having height, width and depth. Wider Vocabulary • Sculpture - A piece of art that is made in three dimensions. • Sculptor - An artist who creates sculptures. • Material - What an object is made from. • Texture - How something feels or looks like it feels.
Use sculpture creatively	Lessons 1-5									
Develop sculpture techniques	Lessons 2-5									
Learn about sculptors	Lessons 1-4									
Evaluate artwork	Lesson 6 and End Point Gallery									



	• Evaluated their own artwork using artistic vocabulary. Artist Knowledge Children must know: Barbara Hepworth • Barbara Hepworth was a British sculptor. • She created sculptures inspired by shapes found in nature. • Many of her sculptures have smooth curved forms. Michelle Reader • Michelle Reader creates sculptures using recycled materials. • She encourages people to reuse everyday objects. • Her sculptures often celebrate nature and wildlife. Children should know: • Sculptors use many different materials. • Materials affect how a sculpture looks and feels. • Artists plan before creating sculptures. • Sculptures can be realistic or imaginative. Resources • Clay • Recycled materials • Cardboard • Plastic containers • Bottle tops • Wooden sticks • Glue • Modelling tools • Barbara Hepworth images • Michelle Reader images • Vocabulary cards • Assessment sheets	• Shape - A flat outline such as a circle, square or triangle. • Join - To connect materials together. • Natural - Found in nature and not made by people. • Recycled Material - A material that has been used before and is used again. • Design - A plan or idea for making something. • Construct - To build something carefully from different parts. Vocabulary Retrieval Opportunities Children will revisit vocabulary when: • exploring sculptures by different artists • selecting materials • building and joining sculptures • evaluating finished artwork • answering the enquiry question
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Lesson 1 - What is a sculpture and what materials can artists use?

Learning Objective

To be able to identify sculptures made from different materials.

Statutory Knowledge

- A sculpture is a piece of art that is three-dimensional.
- Sculptors use a variety of materials to create artwork.
- Different materials have different properties.

Enrichment Knowledge

- Barbara Hepworth created sculptures inspired by natural shapes.
- Michelle Reader creates sculptures from recycled materials.

Progression of Skills

- Observe sculptures carefully.
- Identify different materials.
- Compare sculptures made from different materials.

Building Towards the Enquiry Question

Children begin to understand that artists choose different materials to create sculptures.

Expected Outcome

Year 1

- Identify different materials used to create sculptures.

Year 2

- Explain why artists might choose different materials.

Lesson 2 - How can we shape and mould materials?

Learning Objective

To be able to shape and mould materials to create simple forms.

Statutory Knowledge

- Clay can be shaped using hands and simple tools.
- Materials can be rolled, pressed, pinched and moulded.
- Artists experiment before creating final sculptures.

Enrichment Knowledge



	• Sculptors often make several models before creating a final piece. Progression of Skills • Roll. • Pinch. • Press. • Mould materials carefully. Building Towards the Enquiry Question Children explore how different materials can be manipulated to create sculpture. Expected Outcome Year 1 • Shape clay using simple techniques. Year 2 • Combine different shaping techniques confidently. Lesson 3 - How do artists build sculptures? Learning Objective To be able to build a sculpture using different materials. Statutory Knowledge • Sculptures can be built by joining different materials together. • Artists choose suitable materials for their designs. • Strong joins help sculptures stay together. Enrichment Knowledge • Recycled materials can be transformed into works of art. Progression of Skills • Select materials. • Build carefully. • Join materials securely. Building Towards the Enquiry Question Children learn how artists construct sculptures from different materials. Expected Outcome	
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	Year 1 • Build a simple sculpture. Year 2 • Build a sculpture using a range of materials. Lesson 4 - How do artists add detail to sculptures? Learning Objective To be able to add texture and detail to a sculpture. Statutory Knowledge • Texture can make sculptures more interesting. • Artists add details to improve their artwork. • Different tools create different textures. Enrichment Knowledge • Barbara Hepworth carefully refined the surfaces of her sculptures. Progression of Skills • Experiment with tools. • Create textures. • Refine sculptures. Building Towards the Enquiry Question Children understand how artists improve sculptures through careful finishing. Expected Outcome Year 1 • Add simple texture to a sculpture. Year 2 • Use texture purposefully to improve a sculpture. Lesson 5 - How can I create my own sculpture? Learning Objective To be able to create a sculpture inspired by a studied artist. Statutory Knowledge • Artists plan before creating final artwork.	
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	• Materials influence the finished sculpture. • Sculptures should reflect the artist's ideas. Enrichment Knowledge • Artists often improve their work as they create. Progression of Skills • Plan. • Build. • Refine. • Review. Building Towards the Enquiry Question Children apply everything they have learned to create an original sculpture. Expected Outcome Year 1 • Create a simple sculpture using chosen materials. Year 2 • Create a carefully finished sculpture inspired by an artist. Lesson 6 - Sculpture Gallery Learning Objective To be able to evaluate and explain my sculpture. Statutory Knowledge • Artists evaluate their finished artwork. • Artistic vocabulary helps explain ideas. • Evaluation helps artists improve. Enrichment Knowledge • Artists often display sculptures in galleries and outdoor spaces. Progression of Skills • Reflect. • Evaluate. • Explain artistic choices. Building Towards the Enquiry Question	
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	Children explain how artists use different materials to create sculptures. Expected Outcome Year 1 - Describe their sculpture using simple artistic vocabulary. Year 2 - Explain how their choice of materials and techniques helped create their sculpture. End Point Sculpture Gallery Children will create a three-dimensional sculpture inspired by the work of Barbara Hepworth or Michelle Reader. The sculpture should demonstrate: - Careful selection of materials. - Effective shaping and moulding techniques. - Purposeful construction using a range of materials. - Texture and detail inspired by a studied artist. - Increasing control when creating three-dimensional artwork. Children will explain: - Which artist inspired their sculpture. - Why they chose particular materials. - How they shaped and built their sculpture. - How artists use different materials to create sculptures. End Point Success Criteria Year 1 Children will be able to: - Create a simple three-dimensional sculpture. - Shape and mould materials with support. - Use different materials to build a sculpture. - Describe how an artist inspired their work.	
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	Year 2 Children will be able to: • Create a carefully finished sculpture using a range of materials. • Select materials for a purpose. • Add texture and detail to improve their sculpture. • Explain how an artist influenced their artistic choices. End Point Assessment Questions Year 1 1. What is a sculpture? 2. What materials can artists use to make sculptures? 3. What does mould mean? 4. Why do artists use different materials? 5. How do artists use different materials to create sculptures? Year 2 1. How did Barbara Hepworth or Michelle Reader inspire your sculpture? 2. Why did you choose your materials? 3. How did you shape and build your sculpture? 4. How did adding texture improve your sculpture? 5. How do artists use different materials to create sculptures? Expected End Point Knowledge Year 1 Children should know: • A sculpture is a three-dimensional piece of artwork. • Artists use different materials to create sculptures. • Clay can be shaped and moulded. • Materials can be joined to build sculptures. • Sculptures can be inspired by nature or everyday objects. Year 2 Children should know:	
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- Barbara Hepworth created sculptures inspired by natural forms.
- Michelle Reader creates sculptures using recycled materials.
- Different materials have different properties and uses.
- Artists choose materials carefully to achieve different effects.
- Sculptures can communicate ideas through shape, texture and form.

Final Enquiry Response

How do artists use different materials to create sculptures?

Year 1 Expected Response

"Artists use different materials to shape and build sculptures."

Year 2 Expected Response

"Artists carefully choose and shape different materials to create sculptures. They use materials, texture and form to communicate their ideas and create interesting three-dimensional artwork."

Vocabulary Children Should Retain

- Model
- Build
- Recycle
- Clay
- Mould
- Three-Dimensional