

St Francis Xavier Catholic Primary School



**Art and Design
Long Term Plan**

Curriculum Intent

At St Francis Xavier, we aspire for all of our pupils to develop an enthusiasm and a passion for art and to master the knowledge and skills detailed in the art National Curriculum. We strive to enable pupils to retain key knowledge and skills in the long term. We recognise the valuable role that art plays in inspiring pupil creativity, critical thinking and developing pupils' cultural and historical understanding.

Our curriculum is designed so that children experience the fundamentals of art through broad and balanced units, including exploration of the work of a wide range of artists and makers. Curriculum content is organised progressively so that new content builds upon what has come before towards clearly defined end points. Pupils are required to explore, analyse and discuss art. They are encouraged to combine their knowledge of what constitutes 'art', specific artists and techniques with their own experiences to evaluate artworks and to inform their own creative practices. Each unit works towards all of the National curriculum attainment targets. This allows pupils to develop their knowledge and skills around the formal elements in a holistic way.

Our curriculum is organised into four core areas, drawing, painting, mixed media, Sculpture and 3D Craft and design which re-occur in each year group to support pupils with encoding knowledge and skills in long term memory. The pupils develop, in equal balance, their theoretical, practical and disciplinary knowledge. Theoretical knowledge refers to the meanings and interpretations behind works of art that they study and explore artists' materials and processes. Practical knowledge refers to the methods and techniques taught in the curriculum, the media and materials use and formal element such as: Line, tone, shape, colour, form, pattern, texture. Disciplinary knowledge refers to the knowledge children acquire to help them understand the subject as a discipline. Pupils learn how art is studied, discussed and judged, considering our big questions: What is art? Why do people make art? How do people talk about art?

Art and Design is taught every other half-term alternately with Design and Technology.

National Curriculum

At St Francis Xavier our art curriculum ensures full coverage of the *Art and design programmes of study: key stages 1 and 2.*

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Key stage 2

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:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history

Art & DT Curriculum Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Stand Alone Lessons
Year 1	Structures: Constructing a windmill	Drawing: Make your mark	Textiles: Puppets	Sculpture and 3D: Paper play	Cooking and nutrition: Fruit and vegetables	Painting and mixed media: Colour splash	Unit: Mechanisms: Making a moving story book (Lesson 1)
							Unit: Craft: Woven wonders (Lesson 1, 2 and/or 3)
Year 2	Craft and design: Map it out	Structures: Baby bear's chair	Painting and mixed media: Life in colour	Mechanisms: Fairground wheel	Sculpture and 3D: Clay houses	Mechanisms: Making a moving monster	Unit: Food: A balanced diet (Lesson 1)
							Unit: Drawing: Tell a story (Lesson 2, 4 and /or 5)
Year 3	Cooking and nutrition: Eating seasonally	Drawing: Growing artists	Digital world: Electronic charm	Craft and design: Ancient Egyptian scrolls	Structures: Constructing a castle	Sculpture and 3D: Abstract shape and space	Unit: Textiles: Cross-stitch and appliqué (Lesson 1)
							Unit: Mechanical systems: Pneumatic toys (Lesson 1 and/or 2)
							Unit: Painting and mixed media: Prehistoric painting (Lesson 1, 3 and /or 4)
Year 4	Drawing: Power prints	Structure: Pavilions	Painting and mixed media: Light and dark	Mechanical systems: Making a slingshot car	Craft and design: Fabric of nature	Electrical systems: Torches	Unit: Food: adapting a recipe (Lesson 1)
							Unit: Textiles: Fastenings (Lesson 1)
							Unit: Sculpture and 3D: Mega materials (Lesson 1, 2 and/or 5)
Year 5	Drawing: I need space	Electrical systems: Doodlers	Mechanical systems: Making a pop-up book	Sculpture and 3D: Interactive installation	Cooking and nutrition: What could be healthier?	Painting and mixed media: Portraits	N/A
							Unit: Craft and design: Architecture (Lesson 3, 4 and/or 5)
Year 6	Craft and design: Photo opportunity	Textiles: Waistcoats	Drawing: Make my voice heard	Structure: Playgrounds	Sculpture and 3D: Making memories	Digital world: Navigating the world	N/A
							Unit: Painting and mixed media: Artist study (Lesson 1, 4 and/or 5)

Year One

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Structures: Constructing a windmill	Drawing: Make your mark	Textiles: Puppets	Sculpture and 3D: Paper Play	Cooking and nutrition: Fruit and vegetables	Painting and mixed media: Colour splash
<p style="text-align: center;"><u>Drawing: Making Your Mark</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. <p>Key Vocabulary: 2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical, wavy</p> <p>Drawing: Make your mark Lessons (kapowprimary.com)</p>		<p style="text-align: center;"><u>Sculpture and 3D and Paper Play</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Roll paper tubes and attach them to a base securely. • Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. • Shape paper strips in a variety of ways to make 3D drawings. • Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. • Create a tree of life sculpture that includes several different techniques for shaping paper. • Work successfully with others, sustaining effort over a time. • Paint with good technique, ensuring good coverage. <p>Key Vocabulary: artist, carving, concertina, curve, cylinder, imagine, loop, mosaic, overlap, sculpture, spiral, three dimensional (3D), tube, zig-zag</p> <p>Art and design unit: Sculpture and 3D: Paper play : Kapow Primary</p>		<p style="text-align: center;"><u>Painting and Mixed Media: Colour Splash</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Name the primary colours. • Explore coloured materials to mix secondary colours. • Mix primary colours to make secondary colours. • Apply paint consistently to their printing materials to achieve a print. • Use a range of colours when printing. • Mix five different shades of a secondary colour. • Decorate their hands using a variety of patterns. • Mix secondary colours with confidence to paint a plate. • Describe their finished plates. <p>Key Vocabulary: blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick</p> <p>Art Painting and mixed media: Colour splash - Kapow Primary</p>	

Year Two

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Craft and design: Map it out	Structures: Baby bear's chair	Painting and mixed media: Life in colour	Mechanisms: Fairground wheel	Sculpture and 3D: Clay houses	Mechanisms: Making a moving monster
<p style="text-align: center;"><u>Craft and design: Map it out</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place 'jigsaw' pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition. Design a print with simple lines and shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile. Choose a favourite artwork, justifying their choice. Annotate their favourite artwork with relevant evaluation points. 		<p style="text-align: center;"><u>Painting and mixed media: Life in colour</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages. Choose materials and tools after trying them out. <p>Key Vocabulary: collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture</p>		<p style="text-align: center;"><u>Sculpture and 3D: Clay houses</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. Roll a smooth tile surface. Join clay shapes and make marks in the tile surface to create a pattern. Draw a house design and plan how to create the key features in clay. Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. <p>Key Vocabulary: casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, three dimensional, thumb pot</p> <p>Sculpture and 3D: Clay houses - Kapow Primary</p>	

- Take an active part in decisions around how to display their artworks in the class gallery.

Key Vocabulary: abstract, composition, curator, design, design brief, evaluate, felt, fibre, gallery, imaginary, inspired, landmarks, mosaic, overlap, pattern, shape, stained glass, texture, viewfinder

[Art and Design Year 2 Craft and Design - Kapow Primary](#)

[Painting and mixed media: Life in colour Art and Design Unit - Kapow Primary](#)

Year Three

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cooking and nutrition: Eating seasonally	Drawing: Growing artists	Digital world: Electronic charm	Craft and design: Ancient Egyptian scrolls	Structures: Constructing a castle	Sculpture and 3D: Abstract shape and space
<p style="text-align: center;"><u>Drawing: Growing artists</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. Roll a smooth tile surface. Join clay shapes and make marks in the tile surface to create a pattern. Draw a house design and plan how to create the key features in clay. Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. <p>Key Vocabulary: casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, three dimensional, thumb pot</p> <p>Sculpture and 3D: Clay houses - Kapow Primary</p>		<p style="text-align: center;"><u>Craft and design: Ancient Egyptian scrolls (Cross Curricular Link to History)</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Recognise and discuss the importance of Ancient Egyptian art. Consider the suitability of a surface for drawing. Record colours, patterns and shapes through observational drawing. Choose and use tools and materials confidently. Begin to experiment with drawing techniques. Create a selection of sketches that show idea exploration. Produce a final design with a clear purpose. Follow instructions with minimal support. Discuss and evaluate the process and outcome of their work. Produce a complete painted or drawn piece from a design idea. Use colours and materials appropriately, showing an understanding of effective composition. Have a clear idea of the subject of their zine, including a range of images and information. <p>Key Vocabulary: ancient, audience, civilisation, colour, composition, convey, design, Egyptian, fold,</p>		<p style="text-align: center;"><u>Sculpture and 3D: Abstract shape and space</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. Make a structure that holds its 3D shape. Explain in simple terms the difference between 2D and 3D art. Combine shapes together to make an interesting free-standing sculpture. Try out more than one way to create joins between shapes. Identify familiar 2D shapes in photographs. Identify shapes in the negative space between objects. Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. Plan an abstract sculpture based on play equipment. 	

imagery, inform, layout, material, painting, papyrus, pattern, process, scale, scroll, sculpture, shape, technique, zine

[Art and Design Year 3 Craft - Ancient Egyptians \(kapowprimary.com\)](https://www.kapowprimary.com/2018/05/01/art-and-design-year-3-craft-ancient-egyptians/)

- Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).
- Choose appropriate methods for joining elements in their sculptures.
- Show that they have thought about how to improve their sculptures and made choices about what to add.
- Work cooperatively in pairs to add detail to their artwork.

Key Vocabulary: abstract, found objects, negative space, positive space, sculptor, sculpture, structure, three-dimensional

[Art and Design 3D Sculpture Unit - Kapow Primary](https://www.kapowprimary.com/2018/05/01/art-and-design-3d-sculpture-unit/)

Year Four

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drawing: Power prints	Structure: Pavilions	Painting and mixed media: Light and dark	Mechanical systems: Making a slingshot car	Craft and design: Fabric of nature	Electrical systems: Torches

Drawing: Drawing: Power prints

Pupils will be able to:

- Create several pencil tones when shading and create a simple 3D effect.
- Explore the effect of holding a pencil in different ways and applying different pressures.
- Use charcoal and rubber to show areas of light and dark in their drawings.
- Demonstrate an awareness of the relative size of the objects they draw.
- Use scissors with care and purpose to cut out images.
- Try out multiple arrangements of cut images to decide on their composition.
- Use different tools to create marks and patterns when scratching into a painted surface.
- Show some awareness of how to create contrast by including areas with more and less marks.
- Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.

Painting and mixed media: Light and dark

Pupils will be able to:

- Share their ideas about a painting.
- Describe the difference between a tint and a shade.
- Mix tints and shades by adding black or white paint.
- Discuss their real-life experiences of how colours can appear different.
- Use tints and shades to paint an object in 3D.
- Try different arrangements of objects for a composition, explaining their decisions.
- Produce a clear sketch that reflects the arrangement of their objects.
- Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.
- Paint with care and control to make a still life with recognisable objects.

Key Vocabulary: abstract, composition, contrasting, dabbing paint, detailed, figurative, formal, grid, landscape, mark-making, muted, paint wash, patterned, pointillism, portrait, shade, shadow, stippling paint, technique, texture, three dimensional (3D), tint, vivid

Craft and design: Fabric of nature

Pupils will be able to:

- Describe objects, images and sounds with relevant subject vocabulary.
- Create drawings that replicate a selected image.
- Select imagery and colours to create a mood board with a defined theme and colour palette.
- Complete four drawings, created with confident use of materials and tools to add colour.
- Understand the work of William Morris, using subject vocabulary to describe his work and style.
- Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it.
- Identify and explain where a pattern repeats.
- Follow instructions to create a repeating pattern, adding extra detail.
- Understand different methods of creating printed fabric in creative industries.
- Use sketchbooks to evaluate patterns.

- Work co-operatively to create a joint artwork, experimenting with their methods.

Key Vocabulary: abstract, block print, collaborate, collaboratively, collage, combine, composition, contrast, cross-hatching, figurative, gradient, hatching, highlight, mixed media, monoprint, observational drawing, parallel, pattern, precision, printmaking, proportion, shading, shadow, symmetry, three dimensional (3D), tone, viewfinder, wax-resist

[Art and Design Drawing: Power prints - Kapow Primary](#)

[Art and Design Painting And Mixed Media Lesson Plan \(kapowprimary.com\)](#)

- Produce ideas to illustrate products using their designs.

Key Vocabulary: batik, colour palette, craft, craftsperson, design, develop, designer, imagery, industry, inspiration, mood board, organic, pattern, repeat, repeating, rainforest, symmetrical, texture, theme

[Art and Design Year 4 Craft and Design - Kapow Primary](#)

Year Five

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drawing: I need space	Electrical systems: Doodlers	Mechanical systems: Making a pop-up book	Sculpture and 3D: Interactive installation	Cooking and nutrition: What could be healthier?	Painting and mixed media: Portraits
<p style="text-align: center;"><u>Drawing: I need space</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Understand and explain what retrofuturism is. • Participate in discussions and offer ideas. • Evaluate images using simple responses, sometimes using formal elements to extend ideas. • Provide plausible suggestions for how a piece was created. • Comfortably use different stimuli to draw from. • Use past knowledge and experience to explore a range of drawing processes. • Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. • Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. • Generate a clear composition idea for a final piece that shows how it will be drawn. 		<p style="text-align: center;"><u>Sculpture and 3D: Interactive installation</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Group images together, explaining their choices. • Answer questions about a chosen installation thoughtfully and generate their own questions. • Show that they understand what installation art means. • Justify their opinions of installation artworks. • Evaluate their box designs, considering how they might appear as full-sized spaces. • Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. • Create an installation plan, model or space. • Describe their creations and the changes they made as they worked. • Describe how their space conveys a particular message or theme. 		<p style="text-align: center;"><u>Painting and mixed media: Portraits</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. 	

- Apply confident skills to make an effective collagraph print.
- Independently select tools and drawing techniques, with some guidance.
- Demonstrate growing independence, discussing ways to improve work.

Key Vocabulary: cold war, collagraph, collagraphy, composition, culture, decision, develop, evaluate, futuristic, imagery, printing plate, printmaking, process, propaganda, purpose, repetition, Retrofuturism, revisit, space race, stimulus, technique

[Art and Design Drawing: I need space - Kapow Primary](#)

- Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation.
- Show they have considered options for how to display their installation best e.g. lighting effects.
- Present information about their installation clearly in the chosen format.
- Justify choices made, explaining how they improve the viewer experience or make it interactive.

Key Vocabulary: analyse, art medium, atmosphere, concept, culture, display, elements, evaluate, experience, features, influence, installation art, interact, interactive, location, mixed media, performance art, props, revolution, scale, scaled down, special effects, stencil, three dimensional

[Art and design Year 5 3D and Sculpture Unit - Kapow Primary](#)

- Show they have considered the effect created by their choice of materials and composition in their final piece.

Key Vocabulary: art medium, atmosphere, background, carbon paper, collage, composition, continuous line drawing, evaluate, justify, mixed media, monoprint, multi media, paint wash, portrait, printmaking, represent, research, self-portrait, texture, transfer

[Art and Design Painting and mixed media: Portraits - Kapow Primary](#)

Year Six

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Craft and design: Photo opportunity	Textiles: Waistcoats	Drawing: Make my voice heard	Structure: Playgrounds	Sculpture and 3D: Making memories -	Digital world: Navigating the world
<p><u>Craft and design: Photo opportunity</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Explain how a new image can be created using a combination of other images. • Understand what photomontage is and recognise how artists use photography. • Select relevant images and cut them with confidence and a level of control. • Demonstrate a competent knowledge of effective composition, discussing their ideas. • Use recording devices and available software with confidence. • Demonstrate a confident understanding of Edward Weston's style through their artistic choices. • Discuss the features of a design, e.g. explaining what is effective about a composition. • Select a suitable range of props, considering the design brief and their initial ideas. • Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. 		<p><u>Drawing: Make my voice heard</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Collect a good range of imagery, adding annotated notes and sketches. • Make relevant comparisons between different styles of art. • Use tools effectively to explore a range of effects. • Respond to the meaning of a spirit animal through drawing. • Generate symbols that reflect their likes and dislikes with little support. • Create a tile that is full of pattern, symbols and colours that represents themselves. • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through a tonal drawing. • Understand the impact of using techniques for effect. • Participate in a discussion that examines the similarities and differences between different styles of art. • Form their own opinions about what art is, justifying their ideas. 		<p><u>Sculpture and 3D: Making memories</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists' work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently, experimenting and trying new things. 	

- Use editing software to change their image, reflecting an artist's style.
- Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.
- Set up a composition and think about a space that will provide good lighting levels.
- Take a portrait that is focused and appropriately framed.
- Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.
- Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.
- Create a final painting or drawing with tonal differences that create a photo-realistic effect.

Key Vocabulary: album, arrangement, cityscape, composition, Dada, digital, editing, emulate, focus, frame, grid, image, layout, macro, monochromatic, monochrome, photography, photomontage, photorealism, photorealistic, portrait, pose, prop, proportion, recreate, replacement, saturation, software

[KS2 Craft and Design Photography - Kapow Primary](#)

- Identify a cause and decide what message they want to convey.
- Understand artist's choices to convey a message.
- Review sketchbook and creative work to develop a drawn image.
- Review and revisit ideas to develop their work.

Key Vocabulary: aesthetic, audience, character traits, chiaroscuro, commissioned, composition, expressive, graffiti, guerrilla, imagery, impact, interpretation, mark making, Maya, Mayan, mural, representative, street art, symbol, symbolic, technique, tonal, tone

[Art and Design Drawing: Make my voice heard - Kapow Primary](#)

- Identify and make improvements to their work.
- Produce a completed sculpture demonstrating experimentation, originality and technical competence.
- Competently reflect on successes and personal development.

Key Vocabulary: assemblage, attribute, collection, composition, embedded, expression, identity, juxtaposition, literal, manipulate, originality, pitfall, relief, representation, sculpture, self, symbolic, tradition

[Art and Design Year 6 3D and Sculpture Unit - Kapow Primary](#)