

Subject: Art	Assessment Y3/4	Sculpture and 3D
YEAR 4 Mega Materials		
<p>KS2 Programmes of Study</p> <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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 	<p>Additional guidance</p> <p>Purpose of study</p> <p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>Aims</p> <p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Attainment targets</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>	
<p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D. Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process. 	<p>Key Questions</p> <p>Can a building be a sculpture? Can natural objects be described as 'sculptures'? Can anyone make a sculpture? Could a sculpture be useful, or should it only be decorative? What materials can sculptures be made from? How has this sculpture been made? How is this wire sculpture different to the sculptures you made? Have you ever seen sculptures displayed outside? What do you think of Douglas Camp's sculptures? Where would you display these sculptures? Why do you think Douglas included written messages in the work? Why do you think he chose shadows to spell out the message? What materials has El Anatsui used to create these artworks?</p>	

	Why might the artist have chosen these materials? Do you think these artworks are sculptures? Why?	
Key Vocabulary <ul style="list-style-type: none"> • Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving 		
Cultural Capital	Opportunities Assessment Task in Lesson 4 and Lesson 5	
Key Assessment Opportunity <ul style="list-style-type: none"> • Lesson 4 – Application- explore work of sculptor. Use themselves as active part of own sculpture • Lesson 5 – Composition of recycled piece- children take inspiration from the work of sculptor El Anatsui. Explore ways to join materials and create own 3D piece 		
Assessment Task in Lesson 4 and Lesson 5 Application of skills Lesson 4 <ul style="list-style-type: none"> • I can make decisions about how to display my sculpture. • I can compose photographs that present my shadow sculpture as a finished piece. Lesson 5 Apply skills to create still life painting <ul style="list-style-type: none"> • I can try different ways of joining materials to make something three dimensional. • I can explore combinations of colour and texture. • I can decide how to display my sculpture. 	Working towards expectations Progression Framework statement: Lesson 4 <ul style="list-style-type: none"> • Lesson 5 <ul style="list-style-type: none"> • 	NOTES on children
	Working at Expectations Progression Framework statement: Lesson 4 Pupils with secure understanding indicated by: <ul style="list-style-type: none"> • Could select from pre-cut letters to assemble their word; Consider pairing children up to create their shadow sculptures so that the task of creating letters is shared; Could work as a 	

	<p>group and take on a specific role eg designer, photographer.</p> <p>Lesson 5</p> <ul style="list-style-type: none"> • Exploring different ways to join materials to create a three dimensional outcome; showing they have made considered choices about the placement of materials, being able to describe how their work has been influenced by the work of El Anatsui. 	
	<p>Working at greater depth Progression Framework statement:</p> <p>Lesson 4</p> <ul style="list-style-type: none"> • Should try out different fonts for letters and identify which one works best, and why; Should be encouraged to try out a variety of different ways to display their sculpture before photographing it. <p>Lesson 5</p> <ul style="list-style-type: none"> • Trying out unfamiliar techniques for joining materials and problem-solving as they work; being able to use art vocabulary to describe their finished piece and make confident links to the work of El Anatsui. 	
<p>Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus</p>		

Year 3	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			

Year 4	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			