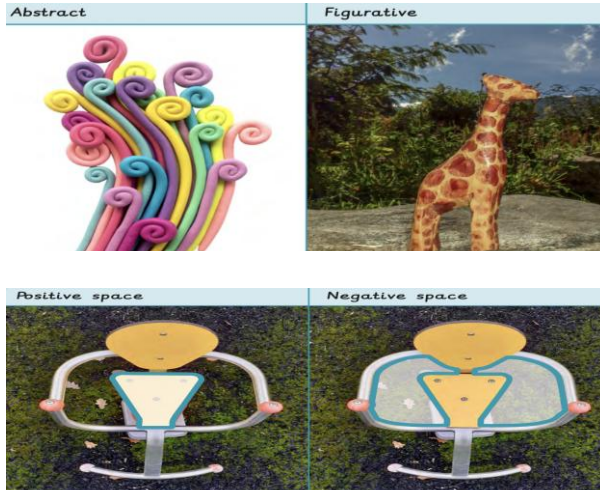


Autumn Year 3 Art Knowledge Organiser

Sculpture & 3D Abstract Shape and Space

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Abstract	Art that doesn't try to look like real life – it uses shapes, colours or textures to show ideas.		<p>Artists use shapes and space to create interesting sculptures.</p> <p><i>Positive space</i> is the object itself, while <i>negative space</i> is the empty space around and between parts of the sculpture.</p> <p>Ruth Asawa used wire to create sculptures that explored negative space and floating forms.</p> <p>Sculptures can be abstract or figurative.</p> <p>Abstract art uses shapes and forms that don't look like real life.</p> <p>Figurative art shows things we can recognise, like people or animals.</p> <p>Anthony Caro made abstract sculptures using scrap metal and bold colours.</p>
Balance	Making sure a sculpture can stand up without falling over – keeping it steady.		
Found objects	Everyday things (like boxes, buttons or bottles) used to make a piece of art.	<p>Writing/Provision/Enrichment opportunities</p> <p>Visit a local environment (EYFS) to investigate shapes in playground equipment to inspire abstract art.</p> <p>Instructional Writing</p> <p>Children write a set of step-by-step instructions for how to create their own 3D abstract sculpture using card. They must include joining techniques (e.g. slot, tab, wrap), shaping techniques (e.g. roll, fold, concertina), and vocabulary like <i>positive space</i>, <i>form</i>, and <i>balance</i>.</p>	<p>Joining techniques help build and balance 3D sculptures.</p> <p>You can <i>slot</i>, <i>tie</i>, <i>twist</i>, <i>wrap</i>, or use <i>tabs</i> to join pieces together securely.</p> <p>Sculptors plan and display their artwork carefully.</p> <p>They think about how people will view their work from different angles and make creative choices about shape, balance, and colour.</p>
Form	The overall shape of a 3D object, including curves, edges and space.		
Negative space	The overall shape of a 3D object, including curves, edges and space.		
Positive space	The parts of the sculpture or shape that you can see or touch.		
Sculptor	A person who creates sculptures using different materials.		
Sculpture	A piece of art that is three-dimensional and can be looked at from all sides.		
Structure	Something that has been built or put together and can stand by itself.		
Three-dimensional	A shape or object that has height, width, and depth – not flat like a drawing.		

Presentation	Assessment		
	To join 2D shapes to make 3D structures.	Being able to try out different ways to make card shapes three-dimensional, for example, folding and curving the card or joining the flat shapes together; making a structure that holds its 3D shape; being able to explain in simple terms the difference between 2D and 3D art.	Confidently trying out their own techniques for shaping or joining the card; creating an interesting structure that stands by itself; explaining what sculpture is using their own work or experience to add detail to the definition.
	To join materials in different ways when working in 3D.	Being able to try out different ways to make card shapes three dimensional, for example, folding and curving the card or joining the flat shapes together; combining shapes together to make a free-standing sculpture; trying out more than one way to create joins between shapes.	Showing independence when problem-solving as they work; trying several ways of joining shapes and deciding which works best in each case; creating a sculpture that balances and stands by itself.
	To develop ideas for 3D artwork.	Being able to identify familiar 2D shapes in photographs; being able to identify shapes in the negative space between objects and drawing the cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect; planning an abstract sculpture based on play equipment.	Confidently identifying 2D shapes in the positive and negative space in a photo of something 3D; experimenting with drawing the shapes they can see when looking at the cardboard model and completing all three of the drawing challenges, showing they are considering how the shapes are arranged to achieve interesting effects; planning an achievable abstract sculpture clearly inspired by play equipment.
	To apply knowledge of sculpture when working in 3D.	Showing that they have learned how to shape materials in more than one way (for example, by folding and rolling them); choosing appropriate methods for joining elements in their sculptures; combining shapes together to make an interesting free-standing sculpture.	Showing increased confidence when using a variety of ways to shape and join materials; demonstrating independence when problem-solving as they work; creating an interesting abstract sculpture that balances, stands by itself and is linked to their original plan.
	To evaluate and improve an artwork.	Showing that they have thought about how to improve their sculptures and made choices about what to add; being able to work cooperatively in pairs to add detail to their artwork.	Being able to discuss their ideas about how they are changing their sculptures, explaining why they believe it will improve the overall effect; being able to work cooperatively in pairs to add detail to their artwork, and combining both partner's ideas to good effect.