

Topic: Sculpture: Paper play

National Curriculum Objectives which are covered in this unit:

Art and design

Pupils should be taught to:

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To use a range of materials creatively to design and make products.
- 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.

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>WALT: roll paper to make 3D structures.</p> <p>Investigating how rolling paper can create 3D structure, then designing a simple structure using paper cylinders.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can roll paper to make a cylinder. • I can combine paper cylinders to make a sculpture. • I can adapt my ideas as I work. <p>Pupils with a secure understanding indicating by: persevering to roll paper tubes and attach them to the base securely; showing that they are making choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</p> <p>Pupils working at greater depth indicated by: being able to describe their ideas and decisions as they work; adding things to or adapting the tube shapes as they work, e.g. cutting the tops of tubes at an angle or adding elements onto the side of a tube.</p>	<p>WALT: shape paper to make a 3D drawing.</p> <p>Folding and rolling paper to make a 3D drawing, children consolidate skills manipulating this material to create 3D forms.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can fold and roll paper to create 3D shapes. • I can choose how to arrange the paper shapes to make a 3D drawing. • I can overlap paper strips on my 3D drawing. <p>Pupils with secure understanding indicated by: shaping the paper strips in a variety of ways to make their 3D drawings; glueing their strips to the base in an interesting arrangement; overlapping some strips to add interest.</p> <p>Pupils working at greater depth indicated by: shaping the paper strips confidently and using original ideas as well as those modelled in the lesson; showing they are making considered choices about the way they arrange the shapes on the base.</p>	<p>WALT: apply paper-shaping skills to make an imaginative sculpture.</p> <p>Evaluating artworks inspired by tree of life mythology, applying their paper-shaping skills and making an imaginative sculpture.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can plan a sculpture by drawing my ideas first. • I can use at least three different techniques for shaping paper. • I can add detail to my tree. <p>Pupils with secure understanding indicated by: showing that they can apply skills in shaping paper learned in <i>Lesson 1: Tube towers</i> and <i>Lesson 2: 3D drawings</i> to their sculpture; creating a tree of life sculpture that includes several different techniques for shaping paper.</p> <p>Pupils working at greater depth indicated by: being able to solve problems as they work, for example, how to make a shape in 3D that they haven't previously practised; being able to create a tree sculpture that includes a variety of paper shapes and includes details that add interest.</p>	<p>WALT: work collaboratively to plan and create a sculpture.</p> <p>Working as a class to recreate Louise Bourgeois Manan spider sculpture (1999), the children will plan and create the legs and body of a spider.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can work cooperatively. • I can create different parts of a sculpture. • I can secure parts of the sculpture together. • I know that 3D sculpture can be created from a range of materials. <p>Pupils with secure understanding indicated by: working successfully with others; sustaining effort over time.</p> <p>Pupils working at greater depth indicated by: being aware of how the sections they are making contribute to the whole piece.</p>	<p>WALT: apply painting skills when working in 3D.</p> <p>Practising using a sponges and brushes for painting large areas, then finishing and decorating the class sculpture.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can use different tools to paint with. • I can work as part of a collaborative project. • I can paint onto 3D surfaces using appropriate methods. <p>Pupils with secure understanding indicated by: painting with good technique, ensuring good coverage.</p> <p>Pupils working at greater depth indicated by: giving reasons for their evaluation of the success of the project; suggesting changes that could be made next time.</p>
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<p><u>Prior learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Reception Creation station</p>
<p><u>Future learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 2 Clay houses Year 3 Abstract shape and space Year 4 Mega materials Year 5 Interactive installation Year 6 Making memories</p>
<p><u>Key vocabulary to be explicitly taught</u></p>	<ul style="list-style-type: none"> • cylinder • sculpture • three-dimensional • concertina • overlap • spiral • zigzag • carving • mosaic
<p><u>Cross-curricular links</u></p>	<p>Mathematics</p> <p>Geometry – properties of shape</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> ○ 2-D shapes [for example, rectangles (including squares), circles and triangles]; ○ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. <p>Science</p> <p>Animals, including humans</p> <ul style="list-style-type: none"> • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
<p><u>Enrichment</u></p> <p><i>Give visit/visitor/first hand experience and focus</i></p>	

Useful websites/resources

https://www.kapowprimary.com/featured_documents/knowledge-organiser-y1-sculpture-and-3d/