

Topic: Sculpture – Abstract shape and space

National Curriculum Objectives which are covered in this unit:

Pupils should be taught to:

- 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.
- 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.

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

<p>WALT: join 2D shapes to make 3D structures.</p> <p>Considering the definition of ‘sculpture’ and learning simple techniques for turning 2D card shapes into 3D structures.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can define sculpture. • I can try different ways to join card shapes. • I can build a 3D structure that stands up on its own. <p>Pupils with secure understanding indicated by: 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.</p> <p>Pupils working at greater depth indicated by: 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.</p>	<p>WALT: join materials in different ways when working in 3D</p> <p>Learning about the work of sculptor Sir Anthony Caro and creating abstract sculpture on a larger scale.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can try out more than one way to join 3D shapes. • I can work with a partner to make larger structures. • I can problem solve if something I try doesn’t work first time. <p>Pupils with secure understanding indicated by: 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.</p> <p>Pupils working at greater depth indicated by: 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.</p>	<p>WALT: develop ideas for 3D artwork.</p> <p>Understanding how manipulating shape can create abstract forms and developing drawing as part of the sculpture planning process.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify 2D shapes in photos of 3D objects. • I can identify shapes in the background space between objects (negative space). • I can use drawings to plan a sculpture. <p>Pupils with secure understanding indicated by: 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.</p> <p>Pupils working at greater depth indicated by: 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</p>	<p>WALT: apply knowledge of sculpture when working in 3D.</p> <p>Applying what they have learned about abstract sculpture and constructing their own artwork inspired by playground equipment.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can follow my sketchbook plan. • I can make choices about how to join materials. • I can adapt my ideas if things do not go to plan. <p>Pupils with secure understanding indicated by: 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.</p> <p>Pupils working at greater depth indicated by: 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.</p>	<p>WALT: evaluate and improve an artwork.</p> <p>Comparing sculptures by different artists, and evaluating and adding detail to their own finished artworks.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can compare two sculptor’s work. • I can say what I like and what I could change about my sculpture. • I can choose how to add texture and colour to the surfaces of my sculpture. <p>Pupils with secure understanding indicated by: 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.</p> <p>Pupils working at greater depth indicated by: 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.</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 Year 1 Paper play Year 2 Clay houses</p>			
<p><u>Future learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>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"> • detail • negative space • sculpture • structure • three-dimensional • abstract • found objects • sculptor • abstract 			
<p><u>Cross-curricular links</u></p>	<p>Design and Technology</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. <p>Mathematics</p> <p>Geometry – properties of shapes</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. 			

Enrichment <i>Give visit/visitor/first hand experience and focus</i>	
<u>Useful websites/resources</u>	https://www.kapowprimary.com/featured_documents/knowledge-organiser-y3-sculpture-and-3d/