

Topic: Sculpture – Mega materials

National Curriculum Objectives which are covered in this unit:

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.
- 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: develop ideas for 3D work through drawing and visualisation in 2D.</p> <p>By loosely playing around with shapes, Kenyan artist Magdalene Odundo creates ideas for her ceramic pots, and children work in the same way, with space around them, using chalk and their whole bodies to make long sweeping arm movements.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can use my whole arm to draw big shapes. • I can use curved lines to suggest three dimensional shapes. • I can name key features of Magdalene Odundo's artwork. <p>Pupils with secure understanding indicated by: trying out an unfamiliar way of drawing and taking some risks in their work; using familiar shapes to create simple 3D drawings and describing the shapes they have used.</p> <p>Pupils working at greater depth indicated by: confidently working in an unfamiliar way and in an unusual space; showing an understanding of why drawing is important in the ceramic process; challenging themselves to create more complex or enlarged drawings.</p>	<p>WALT: use more complex techniques to shape materials.</p> <p>Referring to the works of Barbara Hepworth, children use a variety of tools to carve a piece of soap into a sculpture.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can draw a simple design for a three dimensional piece. • I can use tools and my hands to carve, model and refine my sculpture. • I can work safely with the carving tools. <p>Pupils with secure understanding indicated by: drawing a simple design, showing they have thought about how the shape could be cut from soap; transferring their drawn idea successfully to the soap carving; making informed choices about the tools they use and how they use them.</p> <p>Pupils working at greater depth indicated by: confidently using materials in both the 2D and 3D tasks (drawing of their design and the sculpture) showing a clear link between them; using a range of tools confidently to carve the soap; problem-solving as necessary while they work; producing an effective sculpture finished to a good standard.</p>	<p>WALT: explore how shapes can be formed and joined in wire.</p> <p>Following one of two templates, children work with wire, bending and twisting it to create the form of a fish, using smaller pieces of wire to add features.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can bend the wire to make shapes. • I can join wire by twisting and looping it. • I can add details using smaller pieces of wire. • I can work safely with the tools and equipment I am using. <p>Pupils with secure understanding indicated by: successfully bending the wire to follow a simple template; adding additional details for stability and aesthetics.</p> <p>Pupils working at greater depth indicated by: creating a strong stable and decorative wire sculpture; adding more decoration with either additional wire or tissue paper and PVA glue.</p>	<p>WALT: consider the effect of how sculpture is displayed.</p> <p>Exploring the work of sculptor Sokari Douglas Camp, pupils use themselves as an active part of their own sculptures.</p> <p>Success criteria</p> <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. <p>Pupils with secure understanding indicated by: creating a shadow sculpture using block lettering in the style of Sokari Douglas Camp; showing they are considering alternative ways to display their sculpture when they photograph it.</p> <p>Pupils working at greater depth indicated by: showing individuality by creating a specific font or style for their lettering; creating an effective shadow sculpture in the style of Sokari Douglas Camp and being able to describe decisions they made in the making process; being able to justify why their finished photograph displays their sculpture successfully.</p>	<p>WALT: choose and join a variety of materials to make sculpture.</p> <p>Taking inspiration from the work of sculptor El Anatsui, children explore different ways to join material and create their own 3D piece using materials destined for recycling.</p> <p>Success criteria</p> <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. <p>Pupils with secure understanding indicated by: 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> <p>Pupils working at greater depth indicated by: 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>
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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 Year 3 Abstract shape and space</p>
<p><u>Future learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>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"> • ceramics • form • organic shape • sculpture • sketching • three dimensional • tone • two dimensional • visualisation • abstract • carving • detail • figurative • hollow • organic • quarry • surface • texture • bending • joining • mesh • pliers • sculpture • secure • template • twisting • wire
<p><u>Cross-curricular links</u></p>	<p>History</p> <p>Aims</p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Know and understand significant aspects of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

Enrichment <i>Give visit/visitor/first hand experience and focus</i>	
<u>Useful websites/resources</u>	