

Topic: Sculpture – Interactive installation

National Curriculum Objectives which are covered in this unit:

Pupils should be taught to:

- To create sketch books to record their observations and use them to review and revisit ideas
- 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.
- About great artists, architects and designers in history.

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

<p>WALT: identify and compare features of art installations.</p> <p>Introducing installation art as a medium for communicating a message; learning about the features of this art genre and evaluating an artwork.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can give a definition for installation art. • I can identify similarities and differences between art installations. • I can analyse artworks and justify my ideas. <p>Pupils with secure understanding indicated by: being able to justify how they grouped images together; answering questions about their chosen installation thoughtfully and being able to generate their own questions about the artwork; showing that they understand what installation art means.</p> <p>Pupils working at greater depth indicated by: describing and justifying their image sets using some subject-specific vocabulary; completing both parts of the questions activity, answering thoughtfully and explaining any subjective answers; giving a clear definition of installation art.</p>	<p>WALT: investigate the effect of space and scale when creating 3D art.</p> <p>Learning about the installation work of artist Cai Guo-Qiang; considering the display space and scale of an artwork; creating a scaled-down version of an installation similar to Guo-Qiang's gunpowder drawings.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can justify my opinions of installation artworks. • I can work safely when creating my model installation space. • I can create the effect of a large-scale space when photographing my box. • I can suggest the effect on the viewer of being in my model installation space. <p>Pupils with secure understanding indicated by: justifying their opinions of installation artworks and evaluating their own work, considering how the box might appear if it were a full-sized space; suggesting changes they could make if they repeated the activity to create a different atmosphere in the space.</p> <p>Pupils working at greater depth indicated by: describing how their installation space is similar or different to the work of Cai Guo-Qiang; explaining the effect of their installation model on a viewer clearly, showing that they are considering</p>	<p>WALT: problem-solve when constructing 3D artworks.</p> <p>Exploring everyday objects to create an installation, considering how ordinary spaces can be transformed and trying alternative solutions as they construct their artwork.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can adapt everyday objects and make them interesting for the viewer. • I can make changes and try new ideas if something doesn't work first time. • I can move my object around within a space and find the best way to display it. <p>Pupils with secure understanding indicated by: showing they are considering more than one option when working on their installation piece; making choices about materials used and arrangement of the object in the space; being able to describe what they make and how they made changes as they worked.</p> <p>Pupils working at greater depth indicated by: showing they are considering the viewer of their piece by making changes as they work and being able to describe their ideas; making choices about materials used and arrangement of the object in the space; giving reasons for their choices and describing a problem they solved whilst working.</p>	<p>WALT: plan an installation that communicates an idea.</p> <p>Designing an installation with a strong concept; considering how the space chosen, material used and arrangement of elements affect the viewer.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can choose a clear message for my installation. • I can identify how my installation idea might make the viewer feel. • I can describe how I have considered space, materials and arrangement in my installation. <p>Pupils with secure understanding indicated by: Creating an installation plan, model or space and being able to describe how it conveys a particular message or theme; making and explaining their choices about materials used, arrangement of items in the space and the overall display of the installation.</p> <p>Pupils working at greater depth indicated by: Creating an installation plan, model or space that communicates a particular message or theme; being able to problem solve independently as they work, generating alternative ideas if necessary; being able to evaluate their work and describe how it meets the points to consider given in the Main event.</p>	<p>WALT: apply their knowledge of installation art and develop ideas into a finished piece.</p> <p>Learning how art installations can be interactive and applying this to their own artwork, presenting their final ideas and showing how the view will experience their installation.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can describe how installations can be interactive. • I can show what I have learned about installation art in my final idea. • I can explain the choices I have made when displaying my installation art. <p>Pupils with secure understanding indicated by: showing they have considered options for how to display their installation best e.g. would it be improved by using specific lighting effects?; presenting information about their installation clearly in the chosen format; justifying choices made, explaining how they improve the viewer experience or make it interactive.</p> <p>Pupils working at greater depth indicated by: describing the display options they have chosen, e.g. how is their installation improved by using specific lighting effects? and possibly including an alternative idea; resending information about their installation effectively and creatively; justifying choices made, and explaining how they improve</p>
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	the effect in a scaled-up space; suggesting changes they could make if they repeated the activity to create a different atmosphere in the space.			both the viewer experience and the success of the installation concept.
<u>Prior learning</u> <i>List year groups and topics with connected learning</i>	Reception Creation station Year 1 Paper play Year 2 Clay houses Year 3 Abstract shape and space Year 4 Mega materials			
<u>Future learning</u> <i>List year groups and topics with connected learning</i>	Year 6 Making memories			
<u>Key vocabulary to be explicitly taught</u>	<ul style="list-style-type: none"> • analyse • annotate • display • evaluate • features • installation art • location • mixed media • scale • special effects • three dimensional (3D) • concept • cultural revolution • experience • influence • installation • revolution 			
<u>Cross-curricular links</u>	<ul style="list-style-type: none"> • 			

Enrichment <i>Give visit/visitor/first hand experience and focus</i>	
<u>Useful websites/resources</u>	https://www.kapowprimary.com/featured_documents/knowledge-organise-y5-sculpture-and-3d/