

Topic: Sculpture – Making memories

National Curriculum Objectives which are covered in this unit:

Art and design

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 sketchbooks to record their observations and use them to review and revise 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: analyse how art can explore the concept of self.</p> <p>Recognising how art can be a part of our identity; exploring how art can be used to express memories and self.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify common themes within different artworks. • I can consider how I can use art to express myself. • I can reflect on my work and choices. <p>Pupils with secure understanding indicated by: identifying common themes between different artworks; creating a sculpture that shows the use of art to express themselves that may be more literal than symbolic, with a willingness to have a go and experiment; reflecting either verbally or as a written response to demonstrate an understanding of creative decisions.</p> <p>Pupils working at greater depth indicated by: creating a more complex structure</p>	<p>WALT: explore sculptural techniques.</p> <p>Developing memories of primary school into abstract relief cardboard sculptures inspired by Louise Nevelson.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can generate a selection of memories from primary school. • I can represent ideas within a composition of shapes. • I can create a cardboard relief sculpture. <p>Pupils with secure understanding indicated by: suggesting ways to represent memories through imagery, shapes and colours, which may be primarily literal rather than symbolic; drawing a composition of shapes developed from initial ideas to form a plan for a sculpture; competently using scissors to cut shapes accurately, following drawing to create a three-dimensional sculpture.</p> <p>Pupils working at greater depth indicated by: suggesting ways to represent memories through imagery, shapes and colours, which may</p>	<p>WALT: use creative experience to develop ideas and plan a sculpture.</p> <p>Developing ideas for a memory box sculpture, drawing upon artist inspiration and personal memories.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can discuss the approach of different artists and consider how this may influence my own work. • I can use my sketchbook to test and develop ideas into a plan. • I can explain what I need and how I will make my sculpture. <p>Pupils with secure understanding indicated by: talking about artists' work and explaining what they might use in their own work; producing a clear sketchbook idea for a sculpture that includes written notes and drawings to show what they will need and how they intend to make it.</p>	<p>WALT: apply an understanding of materials and techniques to work in 3D.</p> <p>Creating a sculpture depicting personal primary school memories, demonstrating experimentation, originality, technical competence and craftsmanship.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can use my plans to construct 3D forms. • I can combine materials and techniques to fit my ideas. • I can work independently, experimenting with tools and materials. <p>Pupils with secure understanding indicated by: successfully translating plans to a 3D sculpture, selecting and combining appropriate materials; working independently most of the time; showing a willingness to experiment and try new things.</p>	<p>WALT: problem solve, evaluate and refine artwork to achieve a chosen outcome.</p> <p>Pupils complete their box sculptures, reflecting on the making process and their personal development as artists.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify areas of my work to refine. • I can select appropriate tools and materials to improve my work. • I can reflect on my work and personal development as an artist. <p>Pupils with secure understanding indicated by: identifying and making improvements to their work, selecting appropriate tools to do so; producing a completed sculpture demonstrating experimentation, originality and technical competence; competently reflecting on successes and personal development and</p>
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<p>demonstrating a clear understanding of self and confidently drawing upon past sculptural experience.</p>	<p>include symbolic ideas; drawing a composition developed from initial ideas to form a plan for a sculpture; demonstrating expert use of scissors to cut shapes accurately to create a three-dimensional sculpture that experiments with different heights and possibly textures.</p>	<p>Pupils working at greater depth indicated by: supporting discussion with personal experiences and ideas showing evidence of influences from other artists; considering potential pitfalls in their design and thinking about how these may be overcome.</p>	<p>Pupils working at greater depth indicated by: selecting and combining materials using creative experience and knowledge with evidence of risk-taking and experimentation; working independently; using tools and materials confidently.</p>	<p>showing an understanding of progress made.</p> <p>Pupils working at greater depth indicated by: demonstrating a developing individual style and craftsmanship; recognising progress made and considering the next steps.</p>
<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 Year 4 Mega materials Year 5 Interactive installation</p>			
<p><u>Future learning</u></p> <p><i>List year groups and topics with connected learning</i></p>				
<p><u>Key vocabulary to be explicitly taught</u></p>	<ul style="list-style-type: none"> • artwork • attributes • compare • contrast • expression • identity • literal • memories • self • symbolic • three-dimensional • assemblage • composition • juxtaposition • manipulate • relief • sculpture 			
<p><u>Cross-curricular links</u></p>	<p>None</p>			

Enrichment <i>Give visit/visitor/first hand experience and focus</i>	
<u>Useful websites/resources</u>	https://www.kapowprimary.com/featured_documents/knowledge-organiser-art-design-y6-sculpture-and-3d/