

Unit Overview for Art and Design - Subject: Sculpture

Year 1: Summer Term

Key Vocabulary: Model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal.

Media/tools: Air drying clay, etching or clay modelling tools, large collection of junk items, selection of natural materials, PVA glue, shallow trays, newspaper, masking tape, black paint, metallic bronze paint, large brushes, sponges.

Key Artists:

Andy Goldsworthy
Eduardo Martinet



PRIOR LEARNING:

Most children can join materials in simple ways and manipulate malleable media.

Curriculum Skills	Learning Intention	Knowledge
<p>KEY LEARNING: SKILLS AND KNOWLEDGE To manipulate clay in a variety of ways, e.g., rolling, kneading, and shaping, cut, bend, fold, and stick. To explore sculpture with a range of malleable media, especially clay, i.e., Modify the texture of play dough using a range of objects. To experiment with, construct and join recycled, natural, and man-made materials. To explore shape and form in assembly and construction this can be used to produce an object or be abstract. To make an assemblage from found or natural materials on a large/small scale.</p>	<p>Artist(s) – evaluating and analysing and contextual knowledge How does Goldsworthy use found natural materials to create sculptures? Explore the work of Goldsworthy and how he uses natural materials to create land art. How does Eduardo Martinet combine found metal scrap items to create his sculptures? Identify how scrap materials have been combined to create another recognisable 3D form.</p>	<p>INTENDED END POINTS: UNDERSTANDING There is specific vocabulary relating to sculpture and 3D materials. Sculpture does not have to be permanent and may take place outside. To know that camouflage allows insects and animals to blend into their surroundings so that they cannot be seen. To make patterns by repeating motifs. Recycled junk can be reused to make artwork.</p>
	<p>Accumulation of Technical skills Can we create a 3D model of a creature? Use moulding clay to create a pattern. Use moulding clay to create a sculpture. Join recycled materials to make a sculpture based on a design. Can we make a 3D sculpture?</p>	

	<p>Select natural materials that they think will make an interesting piece of art. Arrange the materials in a meaningful way and explain their placement in their final composition.</p>	
	<p>Innovation and application Can we plan and create a sculpture as a class? Work cooperatively. Create different parts of a sculpture. Secure parts of the sculpture together. Know that 3D sculpture can be created from a range of materials.</p> <p>Can I paint our class sculpture? Use different tools to paint with. Work as part of a collaborative project. paint onto 3D surfaces using appropriate methods.</p>	
	<p>Creative Reflection What would you do to develop this artwork? Decide/assess if the artwork is effective. Consider what textures are used. Consider the impact of colour choice. Consider what they may do differently.</p>	
<p>Thinking Deeper: Create a gallery in the classroom for finished sculptures and write a short commentary about the pieces.</p>		
<p>Links to other subjects:</p>		
<p>Subject Specific links: Science3, naming animals and their body parts.</p>		
<p>Personal Development: To build problem solving skills when attaching parts of the sculpture and building dimension.</p>		
<p>S.M.S.C.: Use imagination and creativity to explore ideas and feelings in works of art.</p>		
<p>Cultural Capital: Talk about the diverse materials and styles used in sculpture of different times and cultures e.g. Easter Island sculptures. Develop an understanding about site specific and non-permanent sculpture – e.g. Andy Goldsworthy.</p>		
<p>British Values: Mutual respect for others' creative endeavours.</p>		

Careers: Zoo keeper looking after animals and pet shop workers.

Equality: To have access to art and the opportunity to develop skills.