

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: Phase 1 – Year A- Unit 3/4

Sculpture & Drawing

Visual Elements- Form – Space

NC/Pos:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

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.

Pupils should be taught:

- 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

Prior Learning (what pupils already know and can do)

Know how to work with natural materials to make pictures, patterns and structures
Work with clay or play dough to make indents and holes with tools. To cut and manipulate with hands to make a pot & an animal likeness.
Work with paper and card and recycled items like packaging, stick together to make 3D Sculptures.

End Points (what pupils MUST know and remember)

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Know that sculpture is art in 3D (three dimension – width, height, depth) and can be made by carving, modelling or placing materials together.

Know how to manipulate paper and card to make sculptural forms.

Know clay comes from the ground

Know how to use clay tools and equipment to roll out, sculpt shapes and make impressions like lines, on clay sculpture.

Know how to use hands to make coils, model shapes and join pieces of clay.

Know that ancient Greeks made sculptures and theatre masks.

Know how to make a rubbing of a surface of an object.

Know that form is a three-dimensional shape with width, length and height

Know that shape is a flat area surrounded by edges or an outline.

Know that space is the area inside and outside of shapes and forms.

Know how to appreciate and appraise Greek theatre masks

Key Vocabulary

Print, monoprint, pattern, repeat, texture, roller, ink, block, press, surface, mark, clarity, overlap, relief, impression, carbon paper, background, sculpture, sculptors, manipulate, coiling, 3-dimensional art, form, upscale, rubbings, clay/ clay mat, properties, kiln/air-dried, Phidias & Alexandros of Antioch, Greek theatre masks, facial expressions, indentations, supple, slip, evaluate

Recommended Resources

- Carbon or graphite paper
- Acrylic paints and printing inks
- Rollers, palettes and printing plates (plastic sheets)
- Found objects: bubble wrap, Lego, forks, bottle tops, fabric scraps
- Sketchbooks and coloured paper
- Visuals of Hokusai's artwork and other historical prints

Curriculum Connections:

History – Phase 3 – Unit Ancient Greece

Children will use photographs and artefacts of Ancient Greek pottery and statues - including illustrations/representations of conflict between Greek settlements to show how the Ancient Greeks got along.

Geography - EYFS – Children explore the natural world around them, making observations and drawing pictures of plants and animals

Career Opportunities

- Printmaker
- Surface Pattern Designer
- Illustrator
- Textile Designer
- Wallpaper/Interior Designer
- Book or Packaging Designer

Session 1: Sculpture/sculptors/ manipulate/ coiling/ 3-dimensional art/ form

Observational drawing- Geometric shapes.

What is sculpture? Know what sculpture is and can be made from.

ie clay, wood, stone, paper, cardboard, metal etc

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Paper sculpture construction.

Manipulate and use paper folding, coiling and other paper sculpting techniques to create a 3-dimensional paper sculpture from flat pieces. – form

Session 2: upscale/rubbings

Observational drawing- Drawing small things (access art)

Sketchbook study of insects. Children to upscale some of their work to fill the space on the pages. Use coloured pens line drawings. – fill the space – competition

Leaf Rubbings. Know how to make a leaf rubbing and rubbings of other surfaces.

Form – not flat and curved

Session 3: Clay/ clay mat/ coils/ sculpt/impressions/properties/kiln/air-dried

Where does clay come from and what are its properties?

Clay impressions.

Rolling leaves into clay.

Learn how to use clay mat and batons to roll out a piece of clay. Press /roll leaves like cabbage leaves into the flat clay.

Roll coils of clay and balls of clay. Make an insect such as a beetle or snail. Add legs for insects like spiders. – perspective – constituent sizes

Add insect to leaf and leave to dry. – form

Session 4: Phidias & Alexandros of Antioch/Greek theatre masks/facial expressions

Observational drawing- Revisit drawing eyes.

Artists' study

Phidias & Alexandros of Antioch – style

Artist/sculpture study: Phidias, 5th Century BC. Greek Sculpture. His statue of Zeus at Olympia is one of the 7th wonders of the world.

Alexandros of Antioch. Greek sculptor. 2nd and 1st Century BC. Accredited for the Venus De Milo.

Ancient Greek theatre masks. Know how ancient Greeks carved faces.

Know how the ancient Greeks made theatre masks. Form

Draw designs and facial expressions. Choose an expression for next weeks' clay work.

Form with facial expressions

Session 5: Reliefs/indentations/impressions/supple/slip

Clay face construction – form

Make a face on a rolled flat piece of clay. Create reliefs, indentations, impressions and how to smooth clay.

Shape, score, indent or facial features with clay tools.

Shapes can be made by scoring with thicker or thinner tools. Thinner, lighter tools can be made to look like fine hairs in hair or eyebrows. Thicker scoring can be used to depict and shape features on the face such as laughter lines or chins.

What happens to materials when they harden? Use water to smooth out cracks and to keep the clay supple.

Make holes in clay (example – mouth) and to smooth the areas.

Use slip to attach pieces.

Perspective – size of the hair

Session 6: Evaluate

Finish and Evaluate photograph of sculpture in this unit.

Paint clay

- colour – shading and tone

choice of colour – why am I choosing it? – start of colour theory

Future learning this content supports:

To make 3-dimensional clay sculpture and clay pots with added relief patterns & features.

To make animal textural effects to a clay surface.

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Create papier Mache sculptures from recycled items.