

# Art & Design Year 6 - Medium Term Planning

## Sculpture & 3D: Drawing to Sculpture Henry Moore

### National Curriculum Objective

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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, charcoal and clay]
- about great artists and designers in history- Henry Moore

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Learning intention</b>	Explore tone, texture and form in artwork.	To explore and learn about the work of Henry Moore.	To identify features of art sculptures and understand the messages portrayed.	To plan a sculpture through drawing.	To apply skills and knowledge of drawing and sculpture develop ideas into a finished piece.	To review a creative outcome and give opinions.
<b>Recall and Retrieval</b>	Re-cap definitions of tone, texture and form in relation to this unit.					
<b>Key Knowledge</b>  <i>Sequence of knowledge throughout the lesson</i>	<ul style="list-style-type: none"> <li>Know that marks and lines can be used to produce texture. <b>(Texture +)</b></li> <li>Know that the surface textures created by different materials can help suggest <b>form</b> in two-dimensional artwork. <b>(Form)</b></li> </ul>	<ul style="list-style-type: none"> <li>Know that many of Henry Moore's sculptures were inspired by the drawing he made during air raids in the underground during WW2.</li> <li>Know that many of Henry Moore's sculptures were inspired by the human form.</li> </ul>	<ul style="list-style-type: none"> <li>Know how line is used beyond drawing and can be applied to other art forms. <b>(Line)</b></li> <li>Know that tone and shading can be used to create mood and feeling in art. <b>(Tone+)</b></li> </ul>	<ul style="list-style-type: none"> <li>Know that shape and form can be used to create emotion in art. <b>(Shape/Form+)</b></li> <li>Know that a cool environment is needed to work with clay.</li> <li>Know that some clay is air-dried, and some kiln fired.</li> </ul>	<ul style="list-style-type: none"> <li>Know that artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. <b>(Knowledge of Artists)</b></li> </ul>	<ul style="list-style-type: none"> <li>Know about the work of Henry Moore and use their work to replicate a style.</li> </ul>
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>Discuss how art is sometimes used to</li> </ul>	<ul style="list-style-type: none"> <li>Uses personal plans and ideas to design and</li> </ul>	<ul style="list-style-type: none"> <li>Using sketchbooks for a systematic and</li> </ul>	<b>Making Skills</b>	<b>Making Skills</b>	<ul style="list-style-type: none"> <li>Work in a sustained way over several</li> </ul>

	communicate social, political, or environmental views. <b>(Evaluate/Analyse)</b>	construct more complex sculptures and 3D forms. +	independent approach, research, test and develop ideas and plans using sketchbooks <b>(Using Sketchbooks)</b>	<ul style="list-style-type: none"> <li>Plan a sculpture through drawing and other preparatory work.</li> <li>Know how to organise line, tone, shape and colour to represent figures and forms in movement.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to join clay securely.</li> <li>Know how to use slip and etched surfaces</li> <li>Know how to create a smooth finish on clay.</li> <li>Know how to translate ideas into sculptural forms.</li> <li>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <b>(Evaluate/Analyse)</b></li> </ul> <p><b>Making Skills</b></p> <ul style="list-style-type: none"> <li>Produce a completed sculpture demonstrating experimentation, originality and technical competence.</li> </ul>	<p>sessions to complete a piece, including incorporating the formal elements of art.</p> <ul style="list-style-type: none"> <li>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <b>(Generating Ideas)</b></li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> </ul>
<b>Disciplinary Knowledge</b>  <i>Evaluate/Analyse</i>		<ul style="list-style-type: none"> <li>Know that art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</li> </ul>		<ul style="list-style-type: none"> <li>Know that Art can represent abstract concepts, like memories and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Know that sometimes people make art to create reactions.</li> </ul>	
<b>Main teaching activity:</b>  <i>Summary</i>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can</li> <li>I can</li> <li>I can</li> </ul>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can discuss the work of artists that appreciate different artistic styles.</li> <li>I can</li> </ul>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can</li> <li>I can</li> <li>I can</li> </ul>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can draw a composition of shapes to form a plan for a sculpture.</li> <li>I can</li> <li>I can</li> </ul>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can translate plans to a 3D sculpture.</li> <li>I can</li> <li>I can</li> </ul>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can reflect on my artworks' successes and my own personal development.</li> <li>I can</li> <li>I can</li> </ul>

	<p>Look at a drawing and Sculpture. (Shelter drawings, ....) Pick out shape, line, tone.</p> <p>Draw or use templates of some geometric shapes that have been placed together.</p> <p>Shade each face according to the model to create a 3D effect.</p> <p>Children annotate this to explain how the different tones create the 3D effect. (You may want to discuss what to write first)</p> <p>Then ch closely examine some images of some 3D shapes to look at the tones on the images.</p> <p>Consider how shading and highlights could be used to create a 3D effect on a human body shape.</p> <p>Practise on some simple forms.</p>	<ul style="list-style-type: none"> <li>I can</li> </ul> <p>Look at the work of Henry Moore. What kinds of marks does the artist use? Why would he choose those marks? How does he make those marks? How do we “read” those marks?</p> <p>Annotate sketchbooks with Henry Moore inspired artwork/sculpture cut out resources, drawings, shadings – see examples below.</p> <p>Pay attention to line, shape, tone and texture.</p>	<p>Studying HM sculptures – the position of the bodies and the facial expressions.</p> <p>Tone and shading can be used to create mood and feeling in art.</p> <p>Use shelter drawings and look in detail (the mood, tone and shading ) - make a note of who is in the pictures and where the people are.</p> <p>Highlight the position of the people – what are they doing? How are they feeling? Think about how the pictures reflect time and place.</p> <p>Apply these to own sketches.</p>		<p>Ch produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.</p>	<p>Encourage children to identify and make improvements to their work.</p> <p>Complete Reflection on own work and personal development in sketchbooks.</p>
<b>Scaffolding</b>	<p>Use isometric dot paper on the sheet, or a readymade shape depending on the ability of the child.</p>					

<b>Challenge</b>						
<b>Key vocabulary:</b>	Form, line, texture, tone	Sculpture, clay, slip, texture, kiln, air-dry, model, inspiration, sculptor, pre-sketch, Henry Moore	Sculpture, clay, slip, texture, kiln, air-dry, model, inspiration, sculptor, pre-sketch, Henry Moore	Sculpture, clay, slip, texture, kiln, air-dry, model, inspiration, sculptor, pre-sketch, Henry Moore	Sculpture, clay, slip, texture, kiln, air-dry, model, inspiration, sculptor, pre-sketch, Henry Moore	Sculpture, clay, slip, texture, kiln, air-dry, model, inspiration, sculptor, pre-sketch, Henry Moore
<b>End of Unit Outcomes:</b>	<ul style="list-style-type: none"> <li>• Discuss the work of artists that appreciate different artistic styles.</li> <li>• Reflect verbally or in writing about creative decisions.</li> <li>• Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.</li> <li>• Talk about artists' work and explain what they might use in their own work.</li> <li>• Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.</li> <li>• Successfully translate plans to a 3D sculpture.</li> <li>• Work mostly independently, experimenting and trying new things.</li> <li>• Identify and make improvements to their work.</li> <li>• Produce a completed sculpture demonstrating experimentation, originality and technical competence.</li> <li>• Competently reflect on successes and personal development.</li> </ul>					
<b>Resources</b>	<a href="https://www.accessart.org.uk/henry-moores-shelter-drawings/">https://www.accessart.org.uk/henry-moores-shelter-drawings/</a>  <a href="https://henry-moore.org/discover-and-research/discover-henry-moore/henry-moores-artwork/">https://henry-moore.org/discover-and-research/discover-henry-moore/henry-moores-artwork/</a>					





