

## Art & Design Year 1- Medium Term Planning – Lent Term

### Sculpture and 3D: Paper play

Please see *Kapow: Sculpture and 3D Paper play*

#### National Curriculum Objective

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- Pupils should be taught:
- ♣ To use a range of materials creatively to design and make products
- ♣ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ♣ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ♣ About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning intention	I can roll paper to make 3D structures.	I can shape paper to make a 3D drawing.	I can apply paper-shaping skills to make an imaginative sculpture.	I can work collaboratively to plan and create a sculpture.	I can apply painting skills when working in 3D.	I can look at the work of Michelle Reader.
Recall and Retrieval	<ul style="list-style-type: none"> <li>• How to talk about colour, shape and texture and explain their choices.</li> <li>• How to plan ideas for what they would like to make.</li> <li>• How to problem-solve and try out solutions</li> </ul>	Arrange the children into pairs and hand out some paper to each pair. Show the children the sculpture from the link: <a href="#">'other' by Samantha Stephenson 2014</a> . Ask them to show each other how they could roll the paper to make a sculpture like in the link. Challenge them to explain different	Arrange the children into pairs. Display the Presentation: 3D art. Hand out some paper to each child and ask them to pick one element from the model shown, making sure it is a different one from their partner. They could refer to the colours to identify their choice. Both children re-create	Arrange the children into pairs. Display the Presentation: Fact tennis and ask the children to take turns to present a new fact about creating a 3D tree of life model. Ask them to think about the techniques they used and any artists they may have seen.	Arrange the children into pairs. Display slide 1 of the Presentation: 3, 2, 1 and ask the children to discuss three things they learnt about making their sculpture last lesson. Slides 2 and 3 could also be displayed to discuss the following: <ul style="list-style-type: none"> <li>• Two things they found interesting about making their sculpture.</li> </ul>	

	<p>when using modelling materials.</p> <ul style="list-style-type: none"> <li>• How to develop 3D models by adding colour.</li> <li>• How to cut, thread, join and manipulate materials safely, focussing on process over outcome.</li> </ul>	<p>ways they explored in <a href="#">Lesson 1: Tube towers</a> to roll the paper.</p>	<p>their chosen section using a technique learnt last lesson, such as rolling, folding or scrunching. Ask them to also explain to their partner how they created it.</p>		<ul style="list-style-type: none"> <li>• One thing they would change if they made it again.</li> </ul>	
<p><b>Key Knowledge</b></p> <p><i>Sequence of knowledge throughout the lesson</i></p>	<ul style="list-style-type: none"> <li>• I know paper can change from 2D to 3D by folding, rolling and scrunching it. <b>(Form)</b></li> <li>• I know that three-dimensional art is called sculpture. <b>(Form)</b></li> <li>• I know paper can be shaped by cutting and folding it. <b>(Shape)</b></li> </ul>	<ul style="list-style-type: none"> <li>• I know paper can change from 2D to 3D by folding, rolling and scrunching it. <b>(Form)</b></li> <li>• I know that three-dimensional art is called sculpture. <b>(Form)</b></li> <li>• I know paper can be shaped by cutting and folding it. <b>(Shape)</b></li> </ul>		<ul style="list-style-type: none"> <li>• I know that 3D sculpture can be created from a range of materials.</li> </ul>		<ul style="list-style-type: none"> <li>• I know that artists choose materials that suit what they want to make.</li> <li>• I know and understand how artists choose materials based on their properties in order to achieve certain effects.</li> <li>• I know an artist is someone who creates.</li> <li>• I know art is made in different ways by</li> </ul>

						<p>all different kinds of people.</p> <ul style="list-style-type: none"><li>• I know that craft is making something creative and useful.</li><li>• I know that people make art for fun.</li><li>• I know that artists choose materials that suit what they want to make. (Knowledge of Artists)</li><li>• I understand how artists choose materials based on their properties in order to achieve certain effects. <b>(Knowledge of Artists)</b></li><li>• I know how recycled materials and objects are used by the local artist Michelle Reader to create figurative sculptures of animals, wildlife, vehicles or landmarks.</li><li>• I know that Michelle Reader sometimes uses mechanical elements, such as pieces of toys or clocks in her work. (Craft making).</li></ul>
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<b>Summary</b>	<ul style="list-style-type: none"> <li>• I can roll paper to make a cylinder.</li> <li>• I can combine paper cylinders to make a sculpture.</li> <li>• I can adapt my ideas as I work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can fold and roll paper to create 3D shapes.</li> <li>• I can choose how to arrange the paper shapes to make a 3D drawing.</li> <li>• I can overlap paper strips on my 3D drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can plan a sculpture by drawing my ideas first.</li> <li>• I can use at least three different techniques for shaping paper.</li> <li>• I can add detail to my tree.</li> </ul>	<ul style="list-style-type: none"> <li>• I can work cooperatively.</li> <li>• I can create different parts of a sculpture.</li> <li>• I can secure parts of the sculpture together.</li> <li>• I know that 3D sculpture can be created from a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use different tools to paint with.</li> <li>• I can work as part of a collaborative project.</li> <li>• I can paint onto 3D surfaces using appropriate methods.</li> </ul>	
<b>Scaffolding</b>	Pupils needing extra support could refer to the Pupil video: Tube towers so they have a clear model for how to make paper tubes while they work; may need to use a cylindrical object, like a glue stick to roll paper around; may find it easier to stand their tubes directly in a thick layer of PVA glue to attach them to the base.	Pupils needing extra support should focus on making and arranging the 3D paper shapes rather than incorporating overlapping pieces or drawn patterns; may be helpful if an adult leads a table so the children can follow instructions at their own pace when making shapes with the paper strips.	Pupils needing extra support Should encourage them to look at the Activity: Tree of life for ideas when drawing their tree; may be useful for them to refer to their 3D drawing from <a href="#">Lesson 2: 3D drawings</a> , to remind them of the different paper shaping techniques.	Pupils needing extra support may find it hard to roll the paper tightly and will need some assistance.	Pupils needing extra support may need reminding about using the brushes to effectively cover the model in paint – dabbing with the brush rather than just stroking it to get the paint into difficult to reach places.	
<b>Challenge</b>	Pupils working at greater depth should be encouraged to try out different	Pupils working at greater depth could be challenged to use patterns on their	Pupils working at greater depth Should be able to describe how they	Pupils working at greater depth could suggest how the arrangement of the	Pupils working at greater depth could talk about the way the metallic paint does not	

	<p>combinations for their sculpture layout and try making tubes shorter by cutting them; should be encouraged to be experimental with their finished piece, e.g. do all the tubes need to touch the base or could some be attached to another tube instead?; could they cut shapes out of the paper to change the tubes?; may be able to cut tabs in the base of each tube to attach them to the base.</p>	<p>strips; should be trying out some different arrangements of paper shapes before glueing them down; could be able to create original shapes of their own using the strips.</p>	<p>intend to create their sculpture, using their plan; should encourage them to try out new ways of shaping paper to give 3D effects to details they may add like butterflies or flowers.</p>	<p>struts can make the model more even e.g. "We need to add an extra strut to this leg as it's thinner than the others."</p>	<p>reach into the gaps, creating shadowed areas; should encourage them to look out for areas that need more/less paint.</p>	
<b>Key vocabulary:</b>	cylinder, sculpture, three-dimensional	concertina, overlap, spiral, zigzag	carving, mosaic	cylinder, sculpture, three-dimensional, concertina, overlap, spiral, zigzag, carving, mosaic	cylinder, sculpture, three-dimensional, concertina, overlap, spiral, zigzag, carving, mosaic	
<b>End of Unit Outcomes:</b>	<ul style="list-style-type: none"> <li>• Roll paper tubes and attach them to a base securely.</li> <li>• Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</li> <li>• Shape paper strips in a variety of ways to make 3D drawings.</li> <li>• Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.</li> <li>• Create a sculpture that includes several different techniques for shaping paper.</li> <li>• Work successfully with others, sustaining effort over a time.</li> <li>• Paint with good technique, ensuring good coverage.</li> </ul>					

Resources	