

## Art & Design Year 4- Medium Term Planning. Sculpture: Mega Materials

### 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 improve their mastery of art and design techniques, including **sculpture** with a range of materials [for example: packaging, plastics, recycled materials..)
- 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 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.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning intention	I can develop ideas for 3D work through drawing and visualisation in 2D	I can use more complex techniques to shape materials.	I can explore how shapes can be formed and joined in wire.	I can consider the effect of how sculpture is displayed.	I can choose and join a variety of materials to make sculpture.	I can evaluate my finished product.
Recall and Retrieval	Before starting this unit, you might want to check if children can recall the vocabulary and meaning of techniques to create 3D forms, such as: Rolling. Simple folding and concertina folding. Bending.	Brain dump Write down or tell a partner some key features of Magdalene Odundo's work. <ul style="list-style-type: none"><li>• Know that simple 3D forms can be made by creating layers,</li></ul>	Speak like an expert For one minute, explain to a partner how to sculpt soap, including the tools and techniques needed. Act as though you are the expert!	Explain the answer "Wire is a good material for creating sculptures." Why? <ul style="list-style-type: none"><li>• Know that an art installation is often a room or environment in</li></ul>	Display the images of work created by the artists covered in this unit so far. Ask the children to identify which artwork belongs to which artist. (Note that there are two images by artists Barbara Hepworth and Magdalene Odundo.)	<ul style="list-style-type: none"><li>• Know that art is interpreted differently depending on how it is displayed.</li><li>• Know that art can be created to make money; being an artist is a job for some people.</li></ul>

	<p>Optional: Ask children to demonstrate their knowledge practically by giving each child a piece of paper or thin card. Ask them to demonstrate a technique they remember to shape this from a 2D to a 3D form.</p>	<p>by folding and rolling materials.</p> <ul style="list-style-type: none"> <li>• Know how to use familiar shapes to create simple 3D drawings and describe the shapes they use.</li> </ul>		<p>which the viewer 'experiences' the art all around them.</p> <ul style="list-style-type: none"> <li>• Art can communicate powerful statements about right and wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• Artists can choose particular materials to communicate a message.</li> <li>• Art is interpreted differently depending on how it is displayed.</li> <li>• Know that art can be all different sizes and can be displayed inside or outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Artists can choose particular materials to communicate a message.</li> <li>• Art is interpreted differently depending on how it is displayed.</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>• Know that simple 3D forms can be made by creating layers, by folding and rolling materials.</li> <li>• Know how to use familiar shapes to create simple 3D drawings and describe the shapes they use.</li> </ul>		<ul style="list-style-type: none"> <li>• Know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</li> <li>• Art can communicate powerful statements about right and wrong.</li> <li>• Artists can choose particular materials to communicate a message.</li> <li>• Art is interpreted differently</li> </ul>	<ul style="list-style-type: none"> <li>• Know that art can be all different sizes and can be displayed inside or outside.</li> <li>• Know that art is interpreted differently depending on how it is displayed.</li> <li>• Know that art can be created to make money; being an artist is a job for some people.</li> </ul>		

			<p>depending on how it is displayed.</p> <ul style="list-style-type: none"> <li>• Artists make choices about what, how and where they create art.</li> <li>• Art is interpreted differently depending on how it is displayed.</li> <li>• Art is influenced by the time and place it was made, and this affects how people interpret it.</li> <li>• Artists may hide messages or meaning in their work.</li> </ul>			
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• I can use my whole arm to draw big shapes.</li> <li>• I can use curved lines to suggest three dimensional shapes.</li> </ul> <p>I can name key features of</p>	<ul style="list-style-type: none"> <li>• I can draw a simple design for a three dimensional piece.</li> <li>• I can use tools and my hands to carve, model</li> </ul>	<ul style="list-style-type: none"> <li>• I can bend the wire to make shapes.</li> <li>• I can join wire by twisting and looping it.</li> <li>• I can add details using smaller pieces of wire.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make decisions about how to display my sculpture.</li> <li>• I can compose photographs that present my shadow sculpture as a finished piece.</li> </ul>	<ul style="list-style-type: none"> <li>• I can try different ways of joining materials to make something three dimensional.</li> <li>• I can explore combinations of</li> </ul>	

	Magdalene Odundo's artwork.	and refine my sculpture. • I can work safely with the carving tools.	• I can work safely with the tools and equipment I am using.		colour and texture. • I can decide how to display my sculpture.	
<b>Disciplinary Knowledge</b> <i>Evaluate/Analyse</i>						
<b>Main teaching activity:</b> <i>Summary</i>	<b>Success Criteria</b> • I can use my whole arm to draw big shapes. • I can use curved lines to suggest three dimensional shapes. • I can name key features of Magdalene Odundo's artwork.	<b>Success Criteria</b> • I can draw a simple design for a three dimensional piece. • I can use tools and my hands to carve, model and refine my sculpture. • I can work safely with the carving tools.	<b>Success Criteria</b> • I can bend the wire to make shapes. • I can join wire by twisting and looping it. • I can add details using smaller pieces of wire. • I can work safely with the tools and equipment I am using.	<b>Success Criteria</b> • I can make decisions about how to display my sculpture. • I can compose photographs that present my shadow sculpture as a finished piece	<b>Success Criteria</b> • I can try different ways of joining materials to make something three dimensional. • I can explore combinations of colour and texture. • I can decide how to display my sculpture.	<b>Success Criteria</b>
<b>Scaffolding</b>	May need an image or 3D object to draw from when working outside; could be placed next to more confident	Could cut out their designs, placing the drawing on the soap and then 'drawing' the outline design onto the soap by	Could work from a simple template such as the bird on page 2 or the shell on page 3 of the <i>Resource: Wire templates</i> , which	Could select from pre-cut letters to assemble their word; consider pairing children to create their shadow sculptures so that the	Could refer to the <i>Pupil video: Recycle and recreate</i> playing in the background as they work independently; could be given a	Sentence starters to help children

	children, encouraging everyone to learn from watching each other.	carving lightly in pencil; should have help with selecting the appropriate tools; should watch the video and teacher visual demos carefully; could have spare bars of soap to use as practice pieces.	allows them to shape the wire without worrying about joining it; could add detail by looping wire instead; could work on alternative activity such as shaping the wire by coiling it around a cylindrical object and then making that into an abstract sculpture; could work with a partner or supporting adult to complete joins.	task of creating letters is shared; could work as a group and take on a specific role, e.g. designer, photographer.	suggested outcome (based on their strengths) if needed.	
<b>Challenge</b>	Should be encouraged to describe how they are using basic shapes to form more complex ones; could be challenged to increase the scale they are working at, enlarging a drawing.	Could advise other children on which tool to choose for particular marks; could strive for a really finished piece by either smoothing the surface of their sculpture or by adding details or texture with the various tools; should adapt their ideas as they work if they encounter any problems with their designs.	Should be encouraged to shape the wire in more complex ways to add detail to their sculptures; could work from their own simple line drawing rather than one of the templates; could extend the making process and adapt the wire forms by wrapping layers of tissue paper coated in PVA glue around the wire shapes;	Should try out different fonts for letters and identify which one works best, and why; should be encouraged to try a variety of different ways to display their sculpture before photographing it.	Should consider how they combine materials for effect, choosing colours and textures that work well together; could be challenged to try out a method of joining materials that is new to them or would challenge their skillset.	

			could use this as an opportunity to think about which parts of the wire structure should be covered and which tissue colours would be most effective.			
<b>Key vocabulary:</b>	ceramics form organic shape sculpture sketching three dimensional tone two dimensional visualisation	abstract carving detail figurative hollow organic quarry sculpture surface texture	bending joining mesh pliers sculpture secure template twisting wire	found objects recycled reused sculpture typography welding	recycle sculpture three dimensional weaving	
<b>End of Unit Outcomes:</b>	<ul style="list-style-type: none"> <li>• Try drawing in an unfamiliar way and take risks in their work.</li> <li>• Use familiar shapes to create simple 3D drawings and describe the shapes they use.</li> <li>• Make informed choices about their use of tools.</li> <li>• Successfully bend wire to follow a simple template, adding details for stability and aesthetics.</li> <li>• Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp.</li> <li>• Show they are considering alternative ways to display their sculpture when photographing it.</li> <li>• Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.</li> <li>• Describe how their work has been influenced by the work of El Anatsui.</li> </ul>					
<b>Resources</b>						

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