

<b>Year Group: 4</b>	<b>Term: Autumn</b>	<b>Topic: Sculpture</b>
<b>NC Links</b>		
To use a range of resources creatively to design and make. To share ideas using prints, paints and shapes. To explore a variety of techniques. To learn about the work of a range of artists and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
<b>Links to Rights Respecting</b>		
Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.		
<b>Caedmon Curriculum Drivers</b>		
<p>Aspirations and Careers</p> <ul style="list-style-type: none"> <li>-embracing challenges that help us to grow</li> <li>-understanding that resourcefulness can help us to be the best version of ourselves</li> <li>-understanding how our learning links to the wider world</li> </ul> <p>Healthy minds and bodies</p> <ul style="list-style-type: none"> <li>-knowing that good mental health allows us to develop the resilience we need to help us with challenges we may face (linked to using art as a stress relief/mindfulness etc)</li> </ul>		
<b>Links to North East Ambition</b>		
<p>Link a lesson to the career of a sculptor, jobs in art management, art conservation or art therapy. What do these jobs entail? What skills are needed in the job?</p> <p>Gatsby Benchmark 4 - Linking curriculum learning to careers</p> <p>Gatsby Benchmark 5 - Encounters with employers and employees Gatsby Benchmark 7 - Encounters with further and higher education</p>		

### **Topic Overview**

Children will explore the different way that materials are shaped and joined through this unit. They will learn about techniques used by a diverse range of artists. They will use the work of others to inspire and create their own sculptures.

### **Possible Visits/Visitors**

Visits to local sculptures; Halo (Trinity Square), Saltwell Park etc. Visits to Baltic

### **Link to artists**

Suggested artists for this unit (choose 1-2):

Barbara Hepworth

Sokari Douglas-Camp

El Anatsui

Magdalene Odundo

### **Essential Subject Skills to be covered**

- To develop ideas for 3D work.
- To use complex ways to shape and join materials
- To use a range of tools to shape and form sculptures.

### **Overall Learning Outcomes**

Children will explore the different sculpture art of various artists. They will use tools to carve and shape materials, as well as using wire to bend and twist to make sculptures.

### **Learning Intentions (for use in self assessment at end of topic)**

- To develop ideas for 3D work through drawing and visualization.
- To explore how shapes can be formed and joined in wire
- To consider the effect of sculptures and how they are displayed
- To choose and join a variety of materials to make sculpture.

### **Lesson format and idea**

### Ideas for Lesson format:

1. Starter activities
2. Look at work of artists
3. Practice skills/techniques/develop and reflect on work (linked to artists work)
4. Apply skills (link this to the work of artist)
5. Evaluate and analyse

### Ideas for Lesson 1-2 Explore an artist's work

#### 1. Starter activity ideas for lessons:

Draw a shape then try to make it look 3D - what techniques give depth?

#### 2. Look at the work of artists

Explore the life and work of Barbara Hepworth.

#### *Ideas for exploring the artwork:*

- How would you describe the shapes in BH's work?
- What do you think influences the artist?
- Is the work sculpture? What makes it a sculpture?
- What does the artwork make you think of?
- Why do you think the artist made it?

Discuss the concept 'Sculpture

Show children images that could be described as sculptures.

Can the children generate a class definition of 'sculpture'? They might suggest things like art in three dimensions, art you

can look at from all sides, art that is not flat on paper or art that is made by shaping 3D materials). You could prompt them to further discussion using questions such as:

### Questions

- Can a building be a sculpture?
- Can natural objects be described as 'sculptures'?
- Can anyone make a sculpture?
- Do sculptures have to be big?
- Could a sculpture be useful, or should it only be decorative?
- What materials can sculptures be made from?

### 3. Practice skills/techniques/develop and reflect on work (linked to artists work)

#### 4. Apply skills (link this to the work of artist)

Ask the children to draw in their sketchbooks around the bar of soap using a light pencil line. Their simple design must fit inside this outline. Designs could be simple organic shapes, inspired by the Hepworth sculptures, or maybe something linked to their own interests.

Ask the children to think about which parts of their design will be shaped by carving out small areas, like the detail on the fish in the video. They could shade in these details on their drawings.

The children should begin by handling the soap, feeling its shape and texture. Next, pupils draw their designs onto the soap by scratching the soap surface with a pencil.

Instruct children to choose a tool with which to carve off small pieces of soap, going close to the outline but leaving some space around it. They then use the tools to work the outline of the shape itself.

#### 5. Evaluate and analyse

Children to annotate work and how it links to the chosen artist. Photograph work.

### Ideas for Lesson 3 Working with additional tools

#### 1. Starter activity ideas for lessons:

Draw a fish using a continuous line. Don't take pencil off page.

#### 2. Look at the work of artists

Recap on the life and work of Barbara Hepworth.

#### 3. Practice skills/techniques/develop and reflect on work (linked to artists work)

#### 4. Apply skills (link this to the work of artist)

Model how to make a sculpture using modelling wire. Draw a template in sketchbook then follow the shape of the drawing.

Reinforce safety when working with wire. Children to complete their own.

#### 5. Evaluate and analyse

Children to reflect on what went well and what didn't.

### Ideas for Lesson 4-5 Compare work and artists

#### 1. Starter activity ideas for lessons:

Organise the classroom so that groups have access to a variety of recycling or packaging materials.

Challenge the children to each choose three materials they think could be combined to make a 3D artwork.

Ask pupils to describe their choices to a partner, answering the following questions:

- Why did they choose these materials?
- Why do these materials make an interesting combination?

## 2. Look at the work of artists

Recap on the life and work of Barbara Hepworth then introduce children to El Anatsui

Share two examples of his work and compare to each other and Hepworth's.

- How are these artworks similar or different to each other and to BH's? (As similarities, pupils might identify muted colours, use of more than one material, the rectangular shape, the grid-like structure of both).
- What materials has El Anatsui used to create these artworks? ('Sacred comb' is painted and varnished wood; although 'Duvor Cloth' looks like fabric, it is made from aluminium held together by copper wire).
- Why might the artist have chosen these materials?
- Do you think these artworks are sculptures? Why? (Both sculptures are quite flat and could hang on a wall so pupils might be unsure; remind them of their discussion 'Is it sculpture?')

Give some background to El Anatsui's work. Can make links of this to the environment

## 3. Practice skills/techniques/develop and reflect on work (linked to artists work)

### 4. Apply skills (link this to the work of artist)

Explain that the children will try different ways to combine and join used packaging materials to make a three dimensional artwork, in a similar way to El Anatsui.

Give children a range of recyclable materials. Model how to explore using the materials by folding, bending, layering, weaving, sticking etc. Children to begin by exploring different ways to combine the materials to create an effect.

Children to comment on their favourite effects then complete a free standing or hanging sculpture.

### 5. Evaluate and analyse

- How have you joined materials to make your piece?
- How have you made it three dimensional?
- What links your sculpture to the work of El Anatsui?

### Suggested Strategies for Recording Learning

- Children sketch their initial ideas
- Use sketchbooks to explore different media
- Discuss the work of artist and annotate examples of their work
- Encourage children to jot, draw, doodle etc in their sketchbooks. Allow children to learn from their mistakes, reflect on their mistakes and try again.
- Photographs