

Year Group: 5	Term: Spring	Topic: Sculpture
NC Links		
<ul style="list-style-type: none"> To develop and share ideas using the work of other artists as an influence for artwork. To improve their mastery of art and design techniques, including drawing, painting and sculpting with a range of materials [for example, pencil, charcoal, paint, clay] 		
Other Curriculum Links		
Mathematics		
Additional links within art		
Drawing		
Links to Rights Respecting		
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.		
Caedmon Curriculum Drivers		
<p>Aspirations and Careers</p> <ul style="list-style-type: none"> -embracing challenges that help us to grow -understanding that resourcefulness can help us to be the best version of ourselves -understanding how our learning links to the wider world <p>Healthy minds and bodies</p> <ul style="list-style-type: none"> -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) 		
Links to North East Ambition		
Link a lesson to the career of a set designer. What skills are needed in the job? What tools and machinery would a set designer use?		

Link a lesson to the career of a ceramic Artist. What does the job entail? What skills are needed in the job? What types of ceramics can you create? What tools and machinery would a ceramic artist use?

Link a lesson to the career of a Model Maker. What does the job entail? What skills are needed in the job? What types of materials can be used to make or sculpt models? Why are models/ sculptures needed?

Gatsby Benchmark 4 - Linking curriculum learning to careers

Gatsby Benchmark 5 - Encounters with employers and employees

Topic Overview

Children will build upon previous knowledge and experience of sculptures and sculpture artists; they will learn about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art. Children will learn about scale and location.

Possible Visits/Visitors

Visits to local art galleries; Baltic, Shipley. Visits into the environment to look at local sculptures.

Essential Subject Skills to be covered

- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
- Include texture that conveys feelings, expression or movement.
- Use clay and other malleable materials.
- Add materials to provide interesting detail.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

Overall Learning Outcomes

By the end of the unit, children have explored different artists and have compared the features of art installations. They will use appropriate vocabulary to describe installation art. Children will justify their opinions and design their own installation art. Children will develop and adapt their work wherever they see suitable.

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

- To identify the features of art installations

- To investigate the effect of space and scale when creating 3D art.
- To problem-solve when constructing 3D artworks
- To plan an installation that communicates an idea
- To apply their knowledge of installation art and develop ideas into a final piece

Lesson format and ideas

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 installation artists

1. Starter activity ideas for lessons:

Draw our classroom from the perspective of an ant

2. Look at the work of artists

Explore the life and work of Cai Guo-Qiang.

Ideas for exploring the artwork:

- Is this art? How?
- What questions would you ask the artist?
- How do you think the art has been made?

Move onto teaching children about installation art. Show children different photos of art and get them to discuss similarities and differences.

Questions for exploring the artwork:

- What do you think is the most important part of the artwork, and why?
- If you could change it, what would you improve?
- Is the artwork big or small, and why do you think the artist chose that size?
- If this artwork was displayed differently, how would the effect change?
- What clues does the art contain about the artist, the place or the time in history it was made?
- What might other people say about this artwork, and why?

Jot down ideas and responses in sketchbooks.

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

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

Pupils will consider how the scale of an artwork affects the viewer by making a scaled-down model of an installation space. Explore Guo-Qiang's explosion drawing installation 'White Tone' 2016 by Cai Guo-Qiang'; this huge drawing was created using gunpowder explosions and was carefully planned by placing objects in certain places to act as stencils.

Pupils will experiment with a similar technique, positioning stencils inside a box and then applying material such as charcoal, glitter or paint. The box can then be photographed to appear like a life-sized room. This will enable pupils to imagine what their installation space would look like to a visitor.

5. Evaluate and analyse

Share the work with the class:

- What would be the effect of your installation room on the viewer? Is it peaceful, chaotic, scary, or enjoyable?
- If you wanted to give the room a different atmosphere, how would you change what you did?

Ideas for Lesson 3

1. Starter activity ideas for lessons:

Draw a selection of shapes - encourage children to play 'This is not a circle, it is a...' and explore as many possibilities that the shape could be instead.

2. Look at the work of artists

Recap on the life and work of Cai Guo-Qiang. Introduce children to his work *Inopportune* and allow children to explore and discuss their ideas.

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

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

Present children with a range of everyday objects. Model how an everyday object can be turned into something else as artwork. Pupils can now explore the possibilities for changing an everyday object into an artwork - children should be in mixed ability groups to do this. Encourage children to photograph their finished artworks.

5. Evaluate and analyse

Share the work with the class: children to discuss what they wanted to communicate through their artwork and what it was meant to portray.

Ideas for Lesson 3

1. Starter activity ideas for lessons:

Draw our classroom from the perspective of a giant - how does it differ from the perspective of an ant.

2. Look at the work of artists

Recap on the life and work of Cai Guo-Qiang. Introduce children to his work *Heritage* and allow children to explore and discuss their ideas. What message is the artist trying to convey? Does it differ from other artwork of his and how?

Children may realise that the art shows animals from different continents are all drinking together at the same watering hole. Cai Guo-Qiang wanted the viewer to think about how we have to share planet earth responsibly with animals; that humans can be both good (showing creativity) and bad (not caring for living things)

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

Children are to plan their own installation artwork on a local or global issue that affects them e.g sustainable living/renewable energy/climate change/technology etc.

Model in sketchbook how to plan this by drawing and annotating in teacher sketchbook. Elements of collage could be included with images cut from magazines or printed from websites linked to the topic.

Consider the following:

- What message will your installation communicate?
- How do you want people who visit your installation to feel?
- Where will your installation be set up? (inside school, in another building, somewhere outside.)
- What objects, equipment or materials will you need to make it?
- What size will it be? Will it fill the space?
- If you are making it, how will you join things together?
- How will you arrange things within the space?

Installation will be made in a box or shoe box so consideration must be given to the small scale resources needed for the children to complete this task.

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

Children to then make a smaller scale installation in a box/shoe box.

5. Evaluate and analyse

Share the work with the class: children to discuss what they wanted to communicate through their artwork and what it was meant to portray. Take photos for sketchbook and children to reflect on their work.

Suggested Strategies for Recording Learning

- Research artists and record key facts
- Photograph work
- Compare the work of artists
- Drawings and annotations in sketch book
- Explore different media