

Subject: Art, Craft and Design: Barbara Hepworth: Holey Stones	Year: 2 – Summer Term 1
<p><b>National Curriculum objectives</b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul>	
<p><b>To begin this unit, the children should have already learnt:</b></p> <p><u>(Line/Detail + Observation);</u> Increased control of lines to produce circles and shapes with increased fine motor skills. Creating recognisable images from their basic shapes. (R) Show increased control over lines Encourage children to look carefully, to observe and draw some details of people, objects, landscapes. (YR1)</p> <p><u>(Texture/Pattern);</u> Experiment with different drawing tools and mark making (R) Experiment with different marks to form patterns and some textures. (YR1)</p> <p><u>(Construction/Form/Media);</u> Experiment in a variety of malleable media such as clay, play dough. Construct using a range of materials. (YR1) Make simple joins and connect materials. (YR1)</p> <p><u>(Surface + Texture);</u> Experiment with materials and the effect of tools or fingers to change surface and texture (YR1)</p> <p><u>(Research+ Planning/Evaluation);</u> To begin creating with an outcome in mind. (YR1)</p>	<p><b>The learning in this unit will prepare the children to learn these things in the future:</b></p> <p>Year 3 Progression of Skills; <u>(Line/Detail + Observation);</u> Use experience of line to practise close observation to add detail to drawing <u>(Texture/Pattern);</u> Show increased control creating different marks to form patterns and different textures to create effects, for example dots, lines, shapes, hatching. <u>(Shading);</u> Experiment with the potential of various pencils to shade and create light and dark</p> <p><u>(Construction/Form/Media);</u> Shape, form, model, and construct (malleable and rigid materials) Develop understanding of different adhesives + methods of construction <u>(Surface + Texture);</u> Begin to experiment with more intricate surface patterns/ textures and use them when appropriate. <u>(Research+ Planning/Evaluation);</u> Begin to plan design of object based on its purpose. Awareness of natural and man-made forms and how some are represented in sculpture.</p>
<p><b>Key Enquiry Question</b></p> <p>Who was Barbara Hepworth? Can you create your own Hepworth inspired ‘holey stone’ in clay?</p>	<p><b>The Big Idea:</b></p> <p>Practise observational drawing of natural objects (eg. flint), study work of a sculptor (Barbara Hepworth) to plan and create own ‘holey stone’ in clay, reviewing and improving first piece.</p>
<p style="text-align: center;"><b>To achieve ARE, pupils will need to be secure in the following knowledge:</b></p>	
<p><b>By the end of this unit, children will know:</b></p> <p>How to try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences. Use drawing to record ideas and experiences.</p> <p>Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use (for</p>	<p><b>Vocabulary:</b></p> <p>Line: Thick, thin, soft, narrow, fine, pattern, line, shape, detail. Texture: smooth, rough, wrinkly, bumpy, scraping, hatching, cross hatching, media marks, pencil, techniques, stippling, blending, rubbing, shading, shadow.</p> <p>Shape: oval, long, curvy, wavy, straight, proportion.</p>

example refine/improve their first marks). (Sketching and planning a clay sculpture).

When looking at creative work express clear preferences and give some reasons for these (for example, "I like this because...")

Should know that different forms of creative works are made by artists, craftspeople and designer, from all cultures and times (Barbara Hepworth). And be able to talk about the materials, techniques and processes they have used, using appropriate vocab.

**(NSEAD Assessment framework)**

**By the end of this unit, children will be able to do:**

**Drawing Skills:**

(Line/Detail + Observation);

Show increased control over lines.

Encourage children to look carefully, to observe and include more detail e.g., in portraits.

(Texture/Pattern):

Show some control creating different marks to form patterns and different textures, for example dots, lines, shapes.

(Shading);

Discuss use of shadows, use of light and dark

**3D Design Skills:**

(Construction/Form/Media);

Shape, form, construct, and model with a purpose from observation and imagination using a range of media.

(Surface + Texture);

Use some decorative techniques.

Replicate patterns and textures in 3D form.

(Research+ Planning/Evaluation);

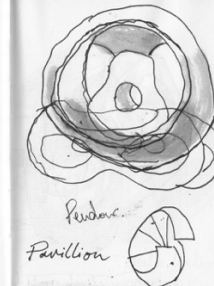
To begin creating with an outcome in mind and say what its purpose is.

Manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, pinch, stretch, slab, 3D shape names, safety, tools, experiment, properties, create, textural effects, constructing, join, smooth, carving, improve, revisit, sketch, plan.

Barbara Hepworth, Modernism, inspired, sculptor, sculpture.

**Artists:**

Barbara Hepworth (1903-1975)



**Media:**

Pencil

Charcoal/ Chalk

Clay

**Useful Resources:**

Tate: Who was Barbara Hepworth/Why did she put holes through her sculptures?

<https://www.tate.org.uk/kids/explore/who-is/who-barbara-hepworth#:~:text=Hepworth%20said%20it%20was%20a,to%20frame%20the%20view%20behind.>

<https://www.tate.org.uk/art/artists/dame-barbara-hepworth-1274>

