

Subject: Art, Craft and Design: Sculpture	Year: 5 – Unit 3
<p>National Curriculum objectives</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials learn about great artists, architects and designers in history to create sketch books to record their observations and use them to review and revisit ideas 	
<p>To begin this unit, the children should have already learnt:</p> <p><u>Line/Detail + Observation</u>); Use experience of line to practise close observation to add detail to drawing (YR3)</p> <p><u>Texture/Pattern</u>): Explore environmental and manmade patterns and textures for example tessellation for desired effects (YR4) Identify and draw the effect of light including tone and shadow (YR4)</p> <p><u>Perspective</u>); Begin to look at scale and proportion in drawing (YR4)</p> <p><u>Recording/Self Governing/Evaluation</u>); Self-reflect on created pieces of art (YR3) Use sketches as a way of recording ideas, planning other work, record work in a clear sequence in sketchbooks. (YR4)</p> <p><u>Construction/Form</u>); Shape, form, model, and construct (malleable and rigid materials) YR3 Develop understanding of different adhesives + methods of construction (YR3) Continue to develop experiential knowledge of how to attach materials and shape media. (YR4)</p> <p><u>Surface + Texture</u>); Produce more intricate surface patterns/ textures and when to use (YR4)</p> <p><u>Research/Planning/Evaluation</u>); Begin to plan design of object based on its purpose (YR3) Use sketchbooks to plan, develop and collect ideas to inform 3D artworks. Analyse and interpret natural and manmade forms of construction, including the work of sculptors/designers. (YR4) Adapt work as and when necessary and explain why. (YR4)</p>	<p>The learning in this unit will prepare the children to learn these things in the future:</p> <p>Year 6 Progression of Skills.</p> <p><u>Line/Detail + Observation</u>); Improve their mastery of observation to form increasingly detailed, accurate drawings</p> <p><u>Texture/Pattern</u>): Continue to experiment and study the texture of a surface and make own decision how to represent this, use pattern for a purpose. Creating intricate patterns.</p> <p><u>Perspective</u>); Use scale and proportion to add realistic perspective to drawing</p> <p><u>Recording/Self Governing/Evaluation</u>); Use initial sketches as a way of planning work, record work in a clear sequence in sketchbooks, reflecting on own work to make improvements.</p> <p><u>Construction/Form</u>); Use range of equipment and materials e.g., recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p><u>Surface + Texture</u>); Make choices using experience how to create surface pattern and texture and when to use</p> <p><u>Research/Planning/Evaluation</u>); Select a best design for a 3D object from initial ideas to most successful meet a purpose and evaluate. Use sketchbooks to plan, develop and collect ideas to inform 3D artworks. Annotate work in sketchbook. Recognise sculptural forms in the environment: objects, buildings. Learn about different sculptors/ designers/ architects. Compare the style of different styles and approaches. Solve problems as they occur. Review and analyse own work.</p>
<p>Key Enquiry Question</p> <p>Can you create and decorate your own sculpture inspired by Antony Gormley?</p>	<p>The Big Idea:</p> <p>Plan, evaluate, design and create a 3D sculpture inspired by research into and the work of Antony Gormley.</p>
<p>To achieve ARE, pupils will need to be secure in the following knowledge:</p>	

By the end of this unit, children will know:

How to engage in open ended research and exploration in the process of initiating and developing their own personal ideas.
Confidently use sketchbooks for a variety of purposes including: recording/developing/testing/planning.
Confidently investigate and exploit the potential of new and unfamiliar materials (for example try out several different ways of using a tool. Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. (Working with clay/tinfoil).
Regularly analyse and reflect on their progress taking account of what they hoped to achieve.
Research and discuss the ideas and approaches of artists, crafts people (Antony Gormley) designers taking account of their particular cultural context and intentions. Know how to describe the process they are using and how they hope to achieve high quality outcomes.

(NSEAD Assessment framework)

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

Drawing Skills:

(Line/Detail + Observation);

Continue to practise observation while drawing to form increasingly detailed, accurate drawings

(Texture/Pattern):

Interpret the texture of a surface and make own decision how to represent this, use pattern for a purpose.

(Perspective);

Use scale and proportion to begin to add perspective to drawing

(Recording/Self Governing/Evaluation);

Use initial sketches as a way of recording ideas, planning work, record work in a clear sequence in sketchbooks, reflecting on own work.

3D Design Skills:

(Construction/Form);

Use range of equipment and materials e.g., recycled, natural and manmade materials to create sculptures, confidently and successfully joining.

Develop understanding of different ways of finishing work: glaze, paint, polish

(Surface + Texture);

Make choices using experience how to create surface pattern and texture and when to use

(Research/Planning/Evaluation);

Select a best design for a 3D object from initial ideas to most successful meet a purpose.

Use sketchbooks to plan, develop and collect ideas to inform 3D artworks.

Learn about different sculptors/ designers/ architects. Compare the style of different styles and approaches.

Adapt work as and when necessary and explain why.

Vocabulary:

Line: thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, guidelines, observation, visual images, sketching.

Perspective and Composition: composition, scale, foreground, middle ground, background, parallel, vertical

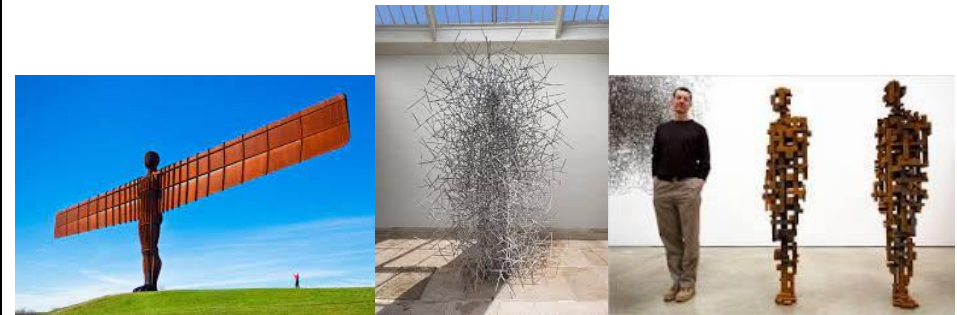
Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, manipulate, materials, sculptures, construct, glaze, flexible, pliable.

Antony Gormley

Artists:

Antony Gormley

<https://www.antonygormley.com/>



Possible comparison –
Alberto Giacometti



<https://www.tate.org.uk/art/artists/alberto-giacometti-1159>

Media:

Pencil

Paint

Clay

Tin Foil

Useful websites:

<https://ysp.org.uk/art-outdoors/antony-gormley-one-and-other>

<https://www.sainsburycentre.ac.uk/sculpture-park/>

UEA visit possible?