

Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>In key stage 1 children will have:</p> <ul style="list-style-type: none"> • Had the opportunity to create 3D sculpture with a range of malleable materials including salt dough, play dough and clay • Create designs from observation or imagination <p>Before the start of the unit they will be able to...</p> <ul style="list-style-type: none"> • Use their hands and basic tools to mould and shape a malleable material using techniques including squeezing, rolling and kneading • Use their hands and basic tools to mark the surface of a malleable material • Understand how different materials can be joined with adhesives such as glue • Understand that objects can be decorated • Use paint to form background colour and create more detailed designs. • Children will have had the opportunity to sculpt clay pots in Year 3 	<p>Children will make observations about the shape and form of objects in nature.</p> <p>Children will make observations about pieces of sculpted art, including their shape, form and decoration.</p> <p>Children will be taught techniques for sculpting using items in nature and safe methods for sculpting with wire.</p> <p>Children will be provided opportunities to record their observations and to create and practise their own designs in their sketch book.</p> <p>Children will learn to work with and manipulate wire as a media for sculpture.</p> <p>Children will learn about the artist Andy Goldsworthy.</p> <p>Children will be provided opportunities to embellish their sculpture with collage materials to enhance their work.</p>	<p>Children will use their understanding of working with wire to prepare for using the media to create more detailed and intricate designs (animals in motion sculptures in Year 6)</p> <p>Children will be able to reuse their knowledge of working safely with potentially dangerous materials.</p> <p>Children will be given the opportunity to develop their observation skills as well as their recording and design skills.</p>	<p>Form – an element of art; the three dimensional structure of an object.</p> <p>Organic – utilizes shapes and forms that are related to or developed from plant and animal forms.</p> <p>Relief – a type of sculpture in which figures are raised above the surface or from the background that is flat or has hollowed out parts.</p> <p>Sculpture – carving, model or other three-dimensional piece of art.</p> <p>Sculpture in the round – a sculpture that can be viewed from all angles</p> <p>Sketch – a simple, quick, rough drawing done without a lot of detail but catching the chief features and a general impression of an object or scene.</p> <p>Still Life – a drawing or painting of an arrangement of non-moving, non-living object such as fruit, flowers, bottles, etc</p>

NC coverage and HWJS skills development

National curriculum coverage for Art







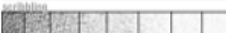
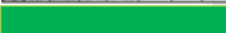
- Pupils should be taught:
- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
 - to create sketch books to record their observations and use them to review and revisit 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

HWJS skills development

- Plan, design and make models from observation or imagination
- Combine shapes into recognisable forms
- Use a designated medium to create a sculpture
- Use language appropriate to skill and technique: form. Organic, sculpture, relief
- Create sculpture in the style of a studied artist

Knowledge organisers

Year 5 Art - Autumn 2: Sculpture - Wire sculpture linked to nature

PRIOR KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
<ul style="list-style-type: none"> Sketching - Line, tone, pattern, texture, shape and form combine to create 3D images. Colour can be used to show light and dark. Different pencil techniques can be used to create a different thickness to add shape. Malleable materials can be manipulated by hand or with tools to create different shapes. Safety considerations when using tools. 	<ul style="list-style-type: none"> Draw from observation Develop use of different drawing techniques (hatching, cross hatching, blending, shading) Use scale, proportion and perspective more accurately Understanding the need for a base structure on which to build layers to complete a sculpture. Fine motor skills to manipulate wire as a chosen medium. 	<p>Sculpture: 3D art made by one of four basic processes: carving, modelling, casting, constructing.</p> <p>Scale: graduated measure or distance.</p> <p>Proportion: a part considered in relation to the whole.</p> <p>Line: the marks from point to point that show an object outline</p> <p>Shape: the 2D outline of an object</p> <p>Texture: how something feels or looks like it might feel.</p> <p>Malleable: able to be shaped with hands or tools.</p> <p>Tone: how light or dark something is.</p> <p>Hatching: straight parallel lines to add shade.</p> <p>Cross hatching: layers of hatchings</p> <p>Contour: following the shape of the object outline</p> <p>Stripping: small dots placed to add shading and depth.</p> <p>Blending: smoothly mixing the lines into each other.</p>
<p style="text-align: center;">ARTIST INFORMATION</p> <ul style="list-style-type: none"> Andrew Goldsworthy (Born 1956) Born in Cheshire, England and studied at Bradford School of Art Sculptor, photographer and environmentalist produces site-specific sculptures and land art situated in natural and urban settings Uses natural materials found on-site to create sculptures Describes his work as being in 'collaboration with nature' Famous for creating works that are non-permanent and could be reclaimed by nature <div style="display: flex; justify-content: space-around;">    </div>		<div style="display: flex; justify-content: space-around;">      </div> <p style="text-align: center; background-color: #008000; color: white; padding: 5px;">GOOD TO KNOW...</p> <ul style="list-style-type: none"> ◆ Perspective can be created by observing objects and then working systematically. ◆ Using different grades of pencil can help create a sense of depth and tone. ◆ <u>Line</u>. ◆ Heavier grades of wire are useful for creating the base structure of a sculpture. ◆ Finer grade wires are useful for filling or adding detail to a sculpture. ◆ Personal safety should be a key consideration when working with wire. This includes wearing goggles or safety glasses and wearing gloves where appropriate. ◆ Pliers or similar tools should be used to twirl in the ends of wire to create a 'softer' safer ending. ◆ Wire sculptures can be used as a base for mixed media sculptures.

Connections / deepening understanding

Geography – looking at the places the artist Andy Goldsworthy has created his sculptures

DT – Health and safety practices for using wire and cutters. Consideration of joining techniques.

RADE

Promoting cultural development:

UNCRC

Article 13 – Right to opinions and sharing of thoughts

Article 31 – Right to be involved in creativity activities

Assessment

Details of the objectives that they will have covered within this unit of work

By the end of the unit the children will be able to ...

<p>Wellbeing – focus on trying out, creativity and resilience. Being out in and working with nature.</p>			
<p><u>Key skill(s)/ knowledge to be assessed by the end of the unit</u></p>	<p><u>Lower attaining</u></p>	<p><u>Middle attaining</u></p>	<p><u>Higher attaining</u></p>
<p><u>Key Skills (I can)</u> Use a designated medium (wire) to create a free standing sculpture with a form linked to nature.</p>	<p>Children can: Safely join pieces of wire and mould the medium into basic shapes. Wire formations vaguely resemble the basic form of a tree (roots, trunk, and branches). Sculpture may not be free standing.</p>	<p>Children can: Safely join pieces of wire and mould the medium into suggested shapes. Wire formations resemble the form of a tree (roots, trunk, and branches) with the suggested form clearly obvious. Attempt at using collage materials to add to the sculpture (leaves). Sculpture will be free standing.</p>	<p>Children can: Safely join pieces of wire and mould the medium into shape following the design created in sketchbook. Wire formations clearly resemble the form of a tree (roots, trunk, and branches) with the suggested form balanced and aesthetically pleasing. Collage materials used to enhance the sculpture (leaves). Sculpture will be free standing with the ‘roots’ providing strong support.</p>
<p><u>Key Knowledge (I know)</u> And understand the terms shape, form and texture</p>	<p>Children understand: Develop sketching skills in order to draw from still life and observed images considering shape, form and texture.</p>	<p>Children understand: Develop sketching skills in order to draw from still life and observed images carefully considering shape, form and texture.</p>	<p>Children understand: Develop sketching skills in order to draw from still life and observed images confidently considering shape, form and texture.</p>

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports