



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"> • Understand that sketching is a process that uses fine light outlines before heavier outlines and shading. • Be able to control the pressure used with a pencil to produce different depth of colour and outline. • Use their hands and basic tools to mould and shape a malleable material • Use paint to form background colour and create more detailed designs. • Children will have had the opportunity to sculpt wire trees in Year 5 	<p>Children will make observations about animals, including their shape, form and differentiation in textures.</p> <p>Children will be taught to that sculpture can take a variety of forms and can be made from a wide range of media.</p> <p>Children will be provided opportunities to research and imitate the style of artists that use animals as a focus for their art and who use wire as the primary medium for sculpture.</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, with a key emphasis on safety.</p>	<p>Children will apply their understanding of form to all future artwork, particularly still life drawing, paint and sculpture.</p> <p>Children will be able to transfer their understanding of shading and tone to all future sketching, drawing and painting works.</p> <p>Children will be able to reuse their knowledge of wire as a malleable material that needs to be worked carefully but can be used as a base structure.</p> <p>Children will understand the safety considerations needed when using wire or cutting tools. This can then be applied to a wide range of possible media (wood, metals etc.)</p>	<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>Perspective: representing 3D objects on a 2D surface giving the right impression of height, width, depth, and position in relation to other objects.</p> <p>Movement: creating a sense of motion.</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 in different directions.</p> <p>Contour: following the shape of the object outline</p> <p>Stippling: small dots placed to add shading and depth.</p> <p>Blending: smoothly mixing the lines into each other.</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
- Plan and create a freestanding sculpture, confidently joining parts together
- Solve problems and discuss possible solutions as they occur
- Use language appropriate to skill and technique
- Adapt work as and when necessary and explain why
- Compare different styles and approaches

Knowledge organisers

Year 6 Art - Summer 1: Sculpture - Wire sculpture linked to War Horse

PRIOR KNOWLEDGE

- Sketching - Line, tone, pattern, texture, shape and form combine to create 3D images.
- Colour can be used to show light and dark
- Different brush sizes are used for background and foreground.
- Malleable materials can be manipulated by hand or with tools to create different shapes.
- Safety considerations when using tools.

KEY SKILLS

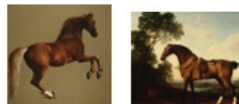
- Draw from observation
- Develop use of different drawing techniques (hatching, cross hatching, blending, shading)
- Use scale, proportion and perspective more accurately
- Understanding the need for a base structure on which to build layers to complete a sculpture.
- Fine motor skills to manipulate wire as a chosen medium.

KEY VOCABULARY

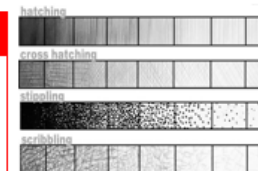
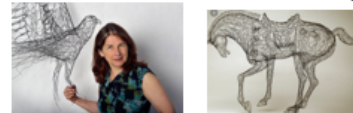
Sculpture: 3D art made by one of four basic processes: carving, modelling, casting, constructing.
Scale: graduated measure or distance.
Proportion: a part considered in relation to the whole.
Perspective: representing 3D objects on a 2D surface giving the right impression of height, width, depth, and position in relation to other objects.
Movement: creating a sense of motion.
Malleable: able to be shaped with hands or tools.
Tone: how light or dark something is.
Hatching: straight parallel lines to add shade.
Cross hatching: layers of hatchings in different directions.
Contour: following the shape of the object outline
Stippling: small dots placed to add shading and depth.
Blending: smoothly mixing the lines into each other.

ARTIST INFORMATION

- George Stubbs (1724 - 1806)
- Born in Liverpool. Moved to London to work.
- Self-trained artist known for his horse and portrait paintings.
- Used his knowledge of anatomy to produce accurate sketches.
- Part of the Romanticism movement.



- Elizabeth Berrien (1950 - present)
- American artist known as 'The Wire Lady'
- International artist renowned for her contemporary sculptures.



GOOD TO KNOW...

- 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.
- Layering colours when painting can help create a sense of movement.
- 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 were 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

History – Topic on 20th Century Conflict
English – unit based on War Horse
DT – knowledge of structures and joining techniques
Wellbeing – focus on trying out, creativity and resilience

RADE

Promoting cultural development:
 Looking at both British and international artists
UNCRC
 Article 13 – Right to opinions and sharing of thoughts

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 ...

Discuss how shading techniques can be used to enhance their work and provide a 3D look to their piece.
 Understand the importance of tone in creating depth to an image.
 Use their sketchbook to plan their design from observation and imagination.
 Create a 3D form using a wire as the medium.
 Understand how to work safely with a malleable material and appropriate tools.

	Article 31 – Right to be involved in creativity activities		
<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
<u>Key Skills</u> Name different drawing techniques (hatching, cross hatching, blending, shading)	Children can: Name each technique and use it to shade a shape.	Children can: Name each technique and use it to shade a shape, using spacing between pencil lines to create tone (light, medium and dark) knowing this will create a 3D effect.	Children can: Name each technique and use it to shade a shape, using spacing between pencil lines to create tone (light, light/medium, medium, medium/dark and dark) knowing this will create a 3D effect and understanding how they imitate the direction of light onto the shape.
<u>Key Knowledge</u> Create a free-standing 3D form, understanding the need for a base layer on which to build layers to complete a sculpture.	Children understand: Construct a simple base shape (horse outline) and join additional lengths of wire to give a more 3-dimensional look to the sculpture. Wire joins may not be secure. 3D form resembles a horse like form. Sculpture may not be free-standing.	Children understand: Construct a simple base shape (horse outline) and join additional lengths of wire to give a more 3-dimensional look to the sculpture. Majority of wire joins are secure. 3D form resembles a horse like form with identifiable structures such as ears and tail. Sculpture is free-standing but may not be securely so.	Children understand: Construct a simple base shape (horse outline) and join additional lengths of wire to give a more 3-dimensional look to the sculpture. Wire joins are secure. 3D form resembles a horse and is reasonably in proportion. Structures such as ears, tail and snout are clearly defined. Body and legs show an attempt at considering shape difference to show muscle definition. Sculpture is free-standing.

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