

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design - Year: KS1 - B
Sculpture & Drawing
Visual Elements - Form - Space

NC/Pos:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject content - Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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.

Prior Learning (what pupils already know and can do)

Work with natural materials to make pictures, patterns and structures- Plant frame.

Work with clay or play dough to make indents and holes with tools. To cut and manipulate with hands to make a pot & an animal likeness.

Work with paper and card and recycled items like packaging, stick together to make 3D Sculptures.

End Points (what pupils MUST know and remember)

Know what sculpture is and what it can be made from.

Know how to manipulate paper and card to make sculptural forms.

Know where clay comes from and its properties.

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Know how to use clay tools and equipment to roll out, sculpt shapes and make impressions like lines, on clay sculpture.

Know how to use hands to make coils, model shapes and join pieces of clay.

Know how ancient Greeks made sculptures and theatre masks.

Know how to make a rubbing of a surface of an object.

Key Vocabulary to teach in each session, written in bold

Session 1: **Mathilde Roussel/Environmental artists/natural form/topiary/sculpture/sculptors**

Observational Drawing- natural form - using hatching/ forward backward marks only!

Intro to sculpture. Mathilde Roussel. Artist -1983 French born artist, Environmental Artist.

What is sculpture and what can it be made from? I.e clay, wood, stone, paper, cardboard, metal etc

Learn what topiary is and that you can use a frame to create a natural materials structure and grow things to the frame. Environmental artists.

Recognise the work of Sculptor Mathilde Roussel.

Drawing birds -How to draw a bird in proportion.

Sketchbook work to support paper sculpture next week.

Session 2: **Implied texture/manipulate/ 3-dimensional art/construct**

Drawing Exercises - Draw feather texture with pencils to use in bird sculpture. Work on coloured ground. Know how to make a bird shaped sculpture from cardboard.

Know how to create sculptural wings and feather effects and textures from layers of cardboard and paper. Add feathers if available.

Making bird sculptures (manipulating paper) Access art.

Paper sculpture construction.

Manipulate and use paper folding, coiling and other paper sculpting techniques to create a 3-dimensional paper sculpture from flat pieces.

Use glue to attach feathers and wings to the children's bird design.

Hang from branches. Create an installation.

Session 3: **Clay/ clay mat/ coils/ sculpt/impressions/properties/kiln/airdried/ tile/slip**

Clay sculpture- tile with leaf and flower design and pattern in relief or engraved.

Press natural materials into clay e.g. sticks, seeds, acorns, leaves, berries. - - (Impressed or imprinted pattern/texture)

Use natural materials on clay for different effects.

Score a variety of shapes and ridges into clay with clay tools.

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Use clay batons, a clay mat & rolling pin to roll out a flat even piece of clay.
Roll clay to make coils and balls by hand. Make into petals and leaves.
Join coils and shaped pieces of clay to a flat base with cross hatching and slip.
Use a tile cutter or cut a uniform square tile shape.

Session 4: **Giuseppe Arcimboldo**

Observational Drawing- Fruit and vegetables, cabbage leaves etc.

Artists' study. Giuseppe Arcimboldo-5. April 1526- 11.July.1593 Known for painting heads and faces from fruit/ birds, animals etc.

Sketchbook study of the artist annotate photographs of artists' work.
Draw/ collage a face in the style of the artist.

Session 5: **Found objects/attach/hand mould**

Faces from found objects and clay.

Know that people use objects to depict parts of a face.

Know how to make a face with clay and attached found objects such as matchsticks, metal washers, paperclips etc.

Mould an oval shaped thick piece of clay. Push in a and engrave features to create a face.

Session 6: **Evaluate/shade and shadows.**

Observational Drawing- Drawing small. Capture shade and shadows.

Paint sculpture/ evaluate- draw own sculptures in sketchbooks and evaluate photographs of sculptures created.

Future learning this content supports:

To make 3-dimensional clay sculpture and clay pots with added relief patterns & features.

To make animal textural effects to a clay surface.

Create papier Mache sculptures from recycled items.