

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: KS1 - Year B – Autumn

Sculpture- Land Art

Andy Goldsworthy (local artist) 26.7.1956-

Richard Long (sculptor) 2.6.1945-

Frank Stella (sculptor/ artist) 12.5.1936 -

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)

Can manipulate resources and natural materials to create environmental art ie. Forest School, outdoor provision. Understanding of colour, pattern, texture and shape.

Understanding of 3D construction.

End Points (what pupils MUST know and remember)

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

Know the names of focus artists/sculptors. Andy Goldsworthy (local artist) Richard Long. Frank Stella (sculptor/ artist)

Manipulate, fold, cut and glue paper to construct a 3D paper sculpture.

Know what kind of sculptures Land Artists create and what they can be made from.

Know that they are **constructed sculptures**.

Learn the descriptive vocab that encompasses 'Land Art'

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Make a Land Art sculpture of natural materials from an outside environment. Observe changes to this over time to understand the concept of weathering, decay and change.
Use a camera or iPad & photograph their work.
Create collaborative large-scale art.
Learn to weave. Choose natural tones of colour.
Create a mood board page in sketchbooks that includes, examples of artists work, colours, descriptive words and rubbings of leaves.
Know the name of focus artists
Use simple art language to describe, compare and contrast artists' drawing styles.
Know drawing exercises A & B (SEE OVERVIEW)
Talk about their sketchbook work
Annotate sketchbooks- date, names of media used.

Key Vocabulary to teach each session; Written In bold at the beginning of each session. To be revisited in following sessions.

Session 1: **visual elements –Form, space shape, sculpture, carved/cast/ constructed, 3-dimensional, Frank Stella.**

In sketchbooks complete warm-up observational drawing exercises, A & B (SEE OVERVIEW) to improve observational skills and recording accuracy. Use pens and graphite sticks.

Carry out warmups in 3 of the 5 sessions. Draw unfamiliar objects so children cannot draw from memory.

What is a sculpture? Introduction to paradigms of sculpture artists.

A sculpture is an art form made in three dimensions. Sculptors use four basic processes - carving, modelling, casting, constructing - to create their works. It is a visual art form. Not a functional object.

What can a sculpture be made from? How are they made?

Are there any sculptures you have visited locally?

Frank Stella (sculptor/ artist)

Frank Stella Sculptor:

[Frank Stella: Experiment and Change Installation Time-Lapse by Inspicio - YouTube](#)

<https://www.youtube.com/watch?v=vF2eXMd16>

Create a 3D paper sculpture bend, coil, fold, cut and glue paper card and paper.

Use corrugators.

Attach to a card base with glue.

Session 2: **Land Art, temporary, stones, leaves, twigs, seeds, shells, sand, snow, Ice earth. rust, yellow, bronze, golden. texture, colour, pattern, shape, mood board**

Introduce children to Sculptural Land Art and practicing artists Andy Goldsworthy (sculptor and land artist) Richard Long (sculptor)

Land Art involves making art and sculptures using materials you find in the natural world; such as leaves, fir cones, twigs, pebbles, rocks, sand and shells

How do you feel about the fact that the works of art will be destroyed by the elements?

<https://www.tate.org.uk/art/artists/andy-goldsworthy-7274>

<https://www.creativityfuse.com/2010/10/andy-goldsworthy-sublime-and-beautiful-environmental-art/>

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[RICHARD LONG OFFICIAL](https://www.tate.org.uk/art/artists/richard-long-152)

<https://www.tate.org.uk/art/artists/richard-long-152>

Using photocopy examples of Land art sculpture – children annotate and create a mood board add labels, describe and draw leaves, colours, shapes. Describe the artwork using the visual elements – texture, colour, pattern, shape, Vocab above.

Session 3 : **Visual elements – texture, colour, shape, form, constructing, constructed sculpture, Spirals, concentric circles, radial, trails, decay, collapse, weathering.**

Create / construct a piece of Land Art with spirals, and concentric circles. Make repeating patterns of items found. Children photograph their work. Create collaborative work outside in the environment if possible and work on a large scale. Revisit the artwork over the following days and photograph the changes.

Session 4 & 5: **Weaves, Hangings, fabrics, wrapping tying, knotting, rubbings**

Learn to weave with wool, twigs, and fabrics and make 3D art using weaving techniques. Work in pairs to practice tying, wrapping and knotting.

<https://www.youtube.com/watch?v=u9IUuNK2HyI>

Alternatively create a large collaborative weaving frame from twigs.

Select natural /earth colours of wool and threads and fabric.

Incorporate natural items like pinecones or leaves.

Make rubbings of collected leaves and bark. Add to mood board in sketchbook

Add photo taken earlier in the project.

Annotate sketchbooks- date, names of media used.

Future learning this content supports:

Clay sculpture from other eras and cultures