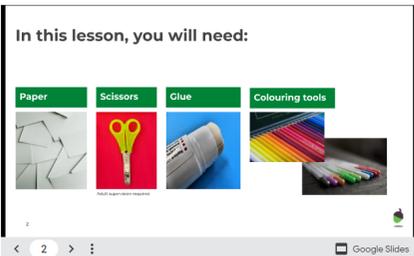




<b>Year Group:</b> 2		<b>Term:</b> Spring #1 2022		<b>Teacher:</b> Sarah Bride		<b>Subject lead:</b> Dionne Sanati		<b>Overview:</b> Sculpture focus Artists: David Madero and Antony Gormley (metal sculpture/ welding), Joana Vasconcelos (weaving sculpture), terracotta army (modelling), Pablo Picasso (assembling)		
<b>Links to other learning:</b> Maths – shape, scale  DT – construction/ strengthening		<b>Prior Learning:</b> In the Autumn Term, Year 2 explored printmaking.		<b>Future Learning:</b>		<b>Risk Assessment:</b>		<b>Teacher CPD:</b> Please watch the teacher led videos for each lesson prior to teaching/ transcripts are also available to support your modelling <a href="https://classroom.thenational.academy/units/sculpture-93b1">https://classroom.thenational.academy/units/sculpture-93b1</a> <b>Please ensure that you watch the teacher led videos in advance and that you try techniques out in your our sketchbooks before the lesson.</b>		
<u>Learning Intention</u>		<u>Real Life Links</u>		<u>Lesson Outline (Key Questions in colour)</u>		<u>Resources</u>		<u>Vocabulary</u>		<u>Lowest 20% Adaptations</u>
1 I can recognise that ideas, thoughts and emotions can be expressed through the medium of sculpture - to understand the physicality of this process and its relationship to our three dimensional world.  I know how to recognise and describe some simple characteristics of a range of sculpture, from different histories and cultures, including contemporary. Recognising the wide variety of materials and processes involved.		Maths - shape		Lesson overview: Introduction to sculpture  In this lesson we will explore what sculpture is, looking at different methods including assemblage, relief sculpture, carving and modelling and will find shapes in an artist's work to use as a starting point. .  <b>Teacher adaptation – include photographs of sculpture artworks from ppt for chn to analyse in their sketchbooks using questions below.</b> <u>What is sculpture?</u> <u>How were these sculptures made?</u> Modelled, carved, joined, assembled, joined (welded metal) <u>What different shapes can you spot in these artworks?</u>  Chn to evaluate their pieces in their sketchbooks using these questions... <u>What do you think about your piece? What would you change about it?</u>		<a href="https://teachers.thenational.academy/lessons/introduction-to-sculpture-6nhk4r">https://teachers.thenational.academy/lessons/introduction-to-sculpture-6nhk4r</a> Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.  				Support for chn with any motor difficulties in the cutting aspects of the lesson.
2 I can experiment and explore with a wide variety of tools and materials to create different results through exploring sculptural processes.  I can learn to manipulate a range of materials to create a structure.		Maths – scale, shape		Lesson overview: Exploring joining techniques for sculpture  In this lesson, we will explore a range of joining techniques for our own sculpture project.  <b>Teacher adaptation – include photos of sculptures and joining techniques from ppt for chn to match up</b>		<a href="https://teachers.thenational.academy/lessons/exploring-joining-techniques-for-sculpture-71gkgd">https://teachers.thenational.academy/lessons/exploring-joining-techniques-for-sculpture-71gkgd</a> Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.				Support for chn with any motor difficulties in the cutting aspects of the lesson.

I can learn how to join materials in different ways.

in their sketchbooks. Also include some additional photos of artists work below for chn to stick in sketchbooks and note which joining technique has been used.

What were some of the joining techniques we learnt about last lesson?

How do you think these sculptures were made?



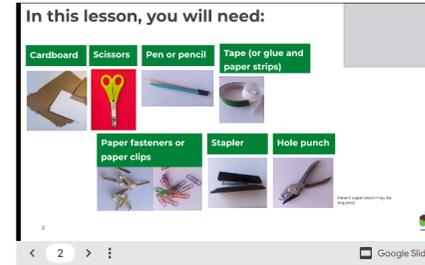
Many of artist David Madero's sculptures are epic in scale. When finished, this sculpture of Christ's crucifixion stood more than 120 ft. tall. *Images provided by David Madero (welded using steel)*



Angel of the North by Antony Gormley (welded using weathering steel)



Joana Vasconcelos. *Valkyrie Mumbet*. Photo by Will Howcroft. Courtesy MassArt



Collect cardboard prior to the lesson e.g photocopying boxes.



Unknown artist, The Terracotta Army, 210–209 BC  
(modelled using clay)



Pablo Picasso, Guitar, 1912  
(assembled using tin)

Which joining technique gave a strong structure?  
Which did you find tricky?

Take photos of chn's sculptures to include in their sketchbooks.

Chn to evaluate their pieces in their sketchbooks using these questions...

Which joining techniques did you use?  
What do you think of your sculpture?  
What would you change about it?

3 I can begin to develop and use materials and joining techniques in response to stimulus.

I can demonstrate a recognition of the qualities and characteristics of the materials.

I know the terms connected with the process of sculpture: tools, techniques, and elements, for example: texture; relief ; construct; edit ; form.

Maths - shape

Lesson overview: Designing and making our own sculpture.

In this lesson, we will use the shapes from lesson one and the joining techniques from lesson two, to begin to create our own piece of sculpture.

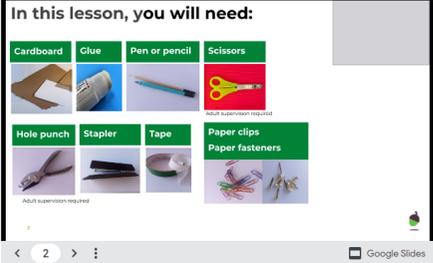
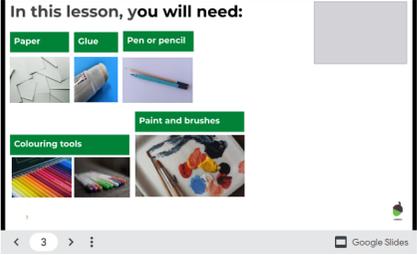
Can you remember all the joining techniques we used last lesson?  
Which joining technique do you think would be best to make...a tall sculpture? A long sculpture, along the floor? A sculpture hanging? A sculpture that might move when hung up?  
Can you remember all the shapes we find in the artworks in lesson 1?

Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.

<https://teachers.thenational.academy/lessons/designing-and-making-our-own-sculpture-crt62t>



Support for chn with any motor difficulties in the cutting aspects of the lesson.

		<p>I can create shapes to use in their sculptures.</p> <p>Take photos of chn's sculptures to include in their sketchbooks.</p> <p>Chn to evaluate their pieces in their sketchbooks using these questions...</p> <p>What shapes have you used in your sculpture?          What joining techniques have you used and why?          Does your sculpture make you think of anything or is it abstract art?</p>	 <p>Collect cardboard prior to the lesson e.g photocopying boxes.</p>		
<p>4</p> <p>I can transfer knowledge and understanding of design work to develop skills necessary to work harmoniously together.</p> <p>I can solve problems that occur and show perseverance.</p> <p>I can reflect on their own work, and adapt their sculpture by adding colour, texture and pattern to make it more interesting and exciting.</p>	<p>DT – strengthening</p>	<p>Lesson overview: Adapting and reviewing our sculpture work</p> <p>We will start by considering ways that we might adapt or improve our work. We will also consider ways to add colour and pattern to the surfaces of our sculpture.</p> <p>Can you remember what 'surface' means?          How can we strengthen our sculptures?          Can you match the shapes to the patterns we might use?          What colours and patterns might you use to represent your sculpture in your sketch?</p> <p>Teacher to encourage colour mixing if chn are using paints to reinforce prior learning. Support sheets opposite.</p> <p>What are the primary colours that we can use to make tertiary colours?          How do you make purple? Orange? Etc...          What warm colours could you use? Cool colours?</p> <p>Take photos of chn's sculptures to include in their sketchbooks.</p> <p>Chn to evaluate their pieces in their sketchbooks using these questions...</p> <p>What colours did you choose for your sculpture?          Why did you choose those colours? How did you make the colours you needed?          What patterns did you choose? Why did you choose those patterns?</p>	<p><a href="https://teachers.thenational.academy/lessons/adapt-ing-and-reviewing-our-sculpture-work-6crket">https://teachers.thenational.academy/lessons/adapt-ing-and-reviewing-our-sculpture-work-6crket</a>          Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>  <p>Teacher to encourage colour mixing if chn are using paints to reinforce prior learning.</p> <p>Support sheets for colour mixing that can be put on chn's tables...</p>		<p>Support for chn with any motor difficulties in the cutting aspects of the lesson.</p> <p>Support sheets for colour mixing to be on tables.</p>

# PRIMARY COLOURS

These are colours that cannot be created by mixing other colours. They are colours in their own right.



The three primary colours are red, yellow and blue.



# TERTIARY COLOURS

 +  = 	 +  = 
 +  = 	 +  = 
 +  = 	 +  = 

There are 6 tertiary colours



### Colour Mixing

### Colour Mixing

Red + blue = purple

Yellow + red = orange

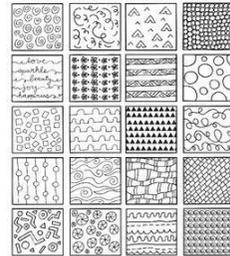
Blue + yellow = green

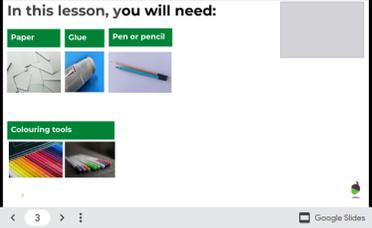
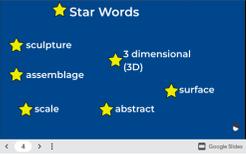
ink saving 460

# COLOR WHEEL



# PATTERN EXAMPLES



5	<p>I can talk about their own work, describing the process, and articulate their own thoughts and ideas with developing confidence.</p> <p>I can use the language of art connected to sculpture in their discussions.</p> <p>I can gain a sense of audience for their work.</p>	<p>Lesson overview: Presenting our sculpture work We will think about different ways to present our sculpture - on the wall, on a surface or even in the garden! We will give our sculptures a name and a label, just like in a gallery.</p> <p><b>Teacher adaptation – include match up definition for 'abstract' and images sorting activity from ppt for chn to include in their sketchbooks.</b></p> <p>Can you remember what 'abstract' means? Are these sculptures abstract or not?</p> <p>How are sculptures presented? What title would you give to my sculpture and why?</p> <p>What ideas for a title do you have? What inspired you to give your piece that title? Where will you exhibit your sculpture? Indoors or outdoors? Why have you chosen that place? What background will you use – plain or patterned? Why?</p> <p>What information will you include on the plaque next to your sculpture? What is it made of? When was it made? By who? How was it made?</p> <p><b>Take photographs for chn's sketchbooks of their final presented sculptures and of them evaluating/ looking at each other's sculptures in your 'gallery'.</b></p> <p>Chn could evaluate each other's work using post its, which could then be stuck into sketchbooks. Peer evaluation questions....</p> <p>What do you like about this sculpture? What shapes and patterns can you see? Have they used primary, tertiary colours or a combination? Does this sculpture remind you of anything or would you say it is abstract?</p>	<p><a href="https://teachers.thenational.academy/lessons/presenting-our-sculpture-work-74wp8d">https://teachers.thenational.academy/lessons/presenting-our-sculpture-work-74wp8d</a></p> <p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p> 		<p>Chn may need support with the written aspect of this lesson.</p>
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