

# Art in our Community : Art : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To become familiar with, and analyse, a range of different sculptures	Children define the words 'sculpture', 'sculptor', 'figurative' and 'abstract', and look briefly at the works of Andy Goldsworthy, Yayoi Kusama and Antony Gormley. As a class, they will then practise analysing a given sculpture by discussing questions about form, material, texture, size, position and purpose, as well as their own personal response to the artwork. Children will continue to apply this skill in their independent work by analysing a range of other sculptures.	<ul style="list-style-type: none"> <li>Can children explain what a sculpture is?</li> <li>Can children respond to sculptures and say what they notice, think and feel about them?</li> <li>Can children analyse a sculpture by discussing the form, materials, texture, size, position and purpose?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Sculpture Cards</li> <li>Analysis Card</li> <li>Extra Analysis Card</li> </ul>
<b>Lesson 2</b>	To explore ideas for a sculpture for the local community	Children first look at some of the reasons why we have public art, such as sculptures, and how they can be so important to the communities they are displayed in. Children will begin to think about ideas for a sculpture for their local community, and investigate different local locations, making notes and sketches, and sharing and discussing their ideas.	<ul style="list-style-type: none"> <li>Can children talk about the impact and importance of public art?</li> <li>Can children observe the local environment and then gather ideas for, and make initial sketches of, a sculpture for their local community?</li> <li>Can children explain their ideas, using vocabulary such as form, size, position and purpose?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Prompt Cards 2A/2B/2C</li> <li>Photographs of locations around the local area where a sculpture could be placed (FSD? activity only)</li> <li>Design Brief Cards (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore materials and joining techniques	In this lesson, children will first explore some of the materials that sculptures can be made from, and the techniques that are used, such as modelling, carving, welding and assemblage. Children will then learn what armatures and maquettes are, and why sculptors use them when building and refining their work. In their independent, practical activities, children will explore and evaluate materials and joining techniques they could use to make a maquette.	<ul style="list-style-type: none"> <li>Do children know some properties of sculptural materials, and the techniques used to create sculptures from them?</li> <li>Do children understand what armatures and maquettes are, and why sculptors use them?</li> <li>Can children explore and evaluate materials and joining techniques that could be used to make maquettes and sculptures?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Exploration Sheets</li> <li>clay, plasticine, aluminium foil, newspaper, foam padding/wadding, Modroc, PVA glue, scissors, aluminium wire (up to 3mm), pliers, masking tape, string, cardboard, craft/junk materials, etc.</li> </ul>
<b>Lesson 4</b>	To design a sculpture for the local community	In this lesson, children will use all of their knowledge and understanding of existing sculptures, materials and techniques to design their own sculpture for their local community. They will look at the design process and questions that they need to think about first as a class before independently creating their designs. Children will be encouraged to explain how their sculpture will impact the local space and community.	<ul style="list-style-type: none"> <li>Can children share and discuss their ideas for their final design?</li> <li>Can children design a sculpture that will transform or reflect their community?</li> <li>Can children explain how they hope that their design will impact the local community?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Sketchbooks/design ideas from Lesson 2</li> <li>Design Sheet 4A/4B</li> <li>Design Brief Cards from Lesson 2 (FSD? activity only; optional)</li> </ul>
<b>Lesson 5</b>	To use materials, tools and joining techniques to make a maquette	Children first recap on what a maquette is, and why sculptors make them, before looking at a step-by-step example of making a maquette, including the changes and adjustments made during the process. Children are then encouraged to look over their designs before beginning to make their maquette.	<ul style="list-style-type: none"> <li>Do children know how to construct an armature, base and maquette?</li> <li>Can children construct a maquette using a variety of materials and appropriate joining techniques?</li> <li>Can children use tools or materials to add pattern and texture to their sculpture?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Design Sheets from previous lesson</li> <li>Materials and tools needed for making children's maquettes from their designs (e.g. clay, plasticine, aluminium foil, newspaper, foam padding/wadding, Modroc, PVA glue, scissors, aluminium wire (up to 3mm), pliers, masking tape, string, cardboard, craft/junk materials, etc.)</li> </ul>
<b>Lesson 6</b>	To present, analyse and evaluate our maquettes	In this final lesson, children begin by analysing some of their completed maquettes as a class. They then either self-evaluate their work using prompt questions in groups or pairs, or in the FSD? activity, they present their maquette to a group of visitors, who are encouraged to ask them given evaluative questions about their work.	<ul style="list-style-type: none"> <li>Can children evaluate their finished maquette?</li> <li>Can children identify and discuss the similarities and differences in the approaches, and the finished maquettes, of their classmates?</li> <li>Can children present and explain their maquette, and how this would help them to make a full-size sculpture?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Children's completed maquettes</li> <li>Evaluation Cards</li> <li>Maquette Label Cards (FSD? activity only)</li> <li>Ask Me... Card (FSD? activity only)</li> </ul>

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## KS2 Art Curriculum Objectives

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.

Pupils should be taught:

- 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

## Vocabulary

sculptor, sculpture, 3D, figurative, abstract, analyse, shape, colour, form, material, texture, position, purpose, personal response, public art, location, culture, represent, community, accessible, interactive, clay, stone, wood, metal, fabric, wire, techniques, moulded, shaped, modelling, carving, welding, assemblage, armature, base, maquette, theme, audience, pliers, masking tape, score, slip, smooch and smooth, Modroc, Plaster of Paris, papier-mâché, join, stack, glue, twist, tie, slot.

## Teacher notes