

Art
Year 3 and 4
Summer 1

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| Topic Sculpture | | | | | | |
| Rationale In this final clay sculpture unit, children will build on their knowledge and skills of sculpture and clay that they have studied through KS2 and KS1. They will learn from great artists and evaluate and analyse creative works using the language of art. Children will produce their own creative work, exploring their ideas and recording their experiences. They will demonstrate proficiency in sculpture technique. | | | | | | |
| NC Objective 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 observations. | | | | | | |
| Links to other Subject/Topics. | | | | | | |
| Inspiration for Aspiration, artist, decorator, interior designer , printer, fabric/wallpaper designer, web designer, digital artist | | | | | | |
| <ul style="list-style-type: none"> • Key Content • Which sculptors have been inspired by food? • How can we manipulate clay to create food-based sculptures? • How can I develop my mastery of clay sculpture? • How can I best use colour to enhance my sculpture? • Who else has been inspired to create food-inspired art? | | | | | | |
| Concepts | | | | | | |
| Art | 1 | 2 | 3 | 4 | 5 | 6 |
| Drawing | | | | | | |
| Colour | | | | | | |
| Texture | | | | | | |
| Form | | | | | | |
| Printing | | | | | | |
| Pattern | | | | | | |
| Skills and Knowledge Year 2 <ul style="list-style-type: none"> • Year 1 – Children explored mark-making and created landscapes with lines. They also explored pressure, direction, and pencil grip. • Year 2 – Children explored patterns and used lines and shapes to create them. They considered mosaics and wallpaper prints and learned about geometric and organic shapes. They learnt about mehndi patterns and how they are used to celebrate. | Skills and Knowledge Year 3 and Year 4 <ul style="list-style-type: none"> • pupils will learn how brush choices influence outcomes • pupils will understand what can influence artists (food) • pupils will demonstrate proficiency with clay • pupils will design a sculpture considering the emotional response created • pupils will learn to consider the viability of design • pupils will understand that artists can develop recognisable styles • pupils will know that food has inspired artists over thousands of years and that it can depict different meanings • pupils will know you can sculpt clay around something, like foil, to build larger structures • pupils will increase the range of colours used for effect • pupils will apply an understanding of colour theory • pupils will use a paintbrush with precision • pupils will consider who decides the value of art • pupils will evaluate their own work • pupils will understand that artists can develop recognisable styles | | | | | |
| Artistic Vocabulary blend, ceramic, condition, context, hand-building, kiln, kneading, malleable, manipulate, moulding, notable, primary colours, score and slip, sculpture, secondary colours, shade, tertiary colours, tint, tone, varnish | | | | | | |
| By the end of the topic the children will:- <ul style="list-style-type: none"> • Know how different brush choices influence outcomes. • Be able to use a paintbrush with precision. • Know and understand colour theory, increase their range of colours used for effect. | | | | | | |

- Know and understand the influence artists can have (particularly in relation to food).
- Be able to use clay well, including sculpting around something to build a larger structure.
- Be able to design a sculpture, evaluate the viability of the design and consider emotional response.
- Evaluate their own and others artistic work.

Assessment

Teacher to assess finished pieces of work against skills taught in lessons.