Art

Year 5 and 6

Summer

Topic – Sculpture - How can flowers inspire artists?

Rationale – In this sculpture unit using clay, children will build on their knowledge and skills of sculpture and clay that they have studied through LKS2 and KS1. Children 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 begin to demonstrate proficiency in sculpture techniques.

NC Objective

To use sketch books to record observations. Exploring shape and form within flowers, creating tints, shades and tones with paint, knowing that there are four different types of clay, knowing what analogous colours are and experimenting with them to mould clay delicately and precisely.

Pupils will learn about how flowers have influenced artists through time, learning how flowers across different mediums have influenced a diverse range of artists

Pupils will understand what can influence artists (flowers), reflecting on the purposes of sculpture, formally presenting a response to a piece of art, and evaluating their peer's work.

Links to other Subject/Topics.

Inspiration for Aspiration,

Artist, sculptor, interior design

Key Content

- Which sculptors have been inspired by flowers?
  How can we manipulate clay to create flower-based sculptures?
  How can I develop my mastery of clay sculpture?
- How can I best use colour to enhance my sculpture?
- How have flowers inspired other artists?

Concepts

Art	1	2	3	4	5	6
Drawing						
Colour						
Texture						
Form						
Printing						
Pattern						

	Skills Year 5	Skills Year 6
	• exploring shape and form within flowers • creating tints, shades and tones with paint • knowing what analogous colours are and experimenting with different combinations • moulding clay with a focus on delicacy and precision • knowing what the four different types of clay are • exploring shape and form within flowers	• exploring shape and form within flowers • creating tints, shades and tones with paint independently • knowing what analogous colours are and experimenting with different combinations • moulding clay with a greater focus on delicacy and precision • knowing what the four different types of clay are

	• understanding what can influence artists (flowers) • reflecting on the purpose of sculpture • evaluating each other's work as well as our own • learning about how flowers have influenced artists	• exploring shape and form within flowers • understanding what can influence artists (flowers) • reflecting on the purpose of sculpture • evaluating each other's work as well as our own. Offering feedback. • learning about how flowers have influenced artists

Artistic Vocabulary

analogous colours, ball clay, bone china, composition, condition the clay, context, country of origin, earthenware clay, excavate, faience, kneading, manipulate, mould, notable, porcelain, revolution, shade, stoneware clay, tint, tone

By the end of the topic the children will:-

Pupils to have sketched various flowers and created a range of orange shades. To have experimented with ways to make a clay sculpture of a flower and to explore what colours they want to use. To have made a clay sculpture of a flower, reflecting on experimentation from the previous lesson. To have painted their flower sculptures. To have varnished their flowers. To use vocabulary learnt from the unit to discuss and evaluate their own work and that of others. To suggest what they could do next time to improve their sculpture.

Assessment – Children will be encouraged to evaluate their own work along with peer assessment. Teacher to access finished pieces of work against skills taught in lessons.