

**Pioneer Federation**  
**Medium term plan**  
**Year 3/4 Cycle 2, Term 4**  
**Art**



<b>Subject:</b> Art (sculpture)	
<b>Key Concept/ Theme:</b> How did the Romans change Britain?	
<b>Prior Learning links:</b> Term 4/5 Cycle 1: Amazonian painting and Greek art (observing, recording ideas, exploring tools and techniques, mark making, discussing likes and dislikes related to artwork)  Term 2 cycle 2: Tudor portraits with a focus on tone, proportions and complimentary colours.	
<b>Vocabulary:</b> <i>Core vocabulary:</i> sculpture, form, shape, texture, organic, carve, evaluate <i>Aspirational vocabulary:</i> prep sketches, proportions, abstract, representational	
<b>Resources needed for unit:</b> <i>Session 1: Play dough or clay, background information on Hepworth and other significant artists. Range of mark making materials: pens, pencils, paint, chalk, charcoal etc</i> <i>Session 2: photographs and images of animals. Range of mark making materials: pens, pencils, paint, chalk, charcoal etc</i> <i>Session 3/4: tools for carving, material to carve (wax/ soap/ clay)</i> <i>Session 5: final pieces for evaluating</i> <b>SEN support:</b> scribing on post it notes, vary size of tools/paper, offer clay instead of soap provide easel, choice to stand rather than be seated, teacher modelling, provide examples for inspiration. Alternative method for sculpting (see lesson ¾) <b>Future learning links:</b> Term 5 Cycle 2: painting landscapes	
1.	<b>Deeper learning question:</b> Does sculpture have to be representational? <b>Prior learning reconnection</b> y3/4 Term 4/5 Cycle 1 and y3/4 Term 2 cycle 2  <i>LO: To describe some of the key ideas, techniques and working practices of Barbara Hepworth</i> <b>Vocabulary:</b> sculpture, form, organic <b>Activity:</b> <b>COMPLETE FRONT COVER SHEET- What do the children know about sculpture already?</b> Ensure the <i>What I know already</i> (about sculpture) section on the cover sheet is completed at the start of the lesson. Prior to starting the lesson, ask children to create a clay model of an animal (this could be done in play dough and a photo taken for books, these don't need to be kept). Then, at the end of the term and after teaching the art skills with a focus on sculpture, children will create <b>soap, wax or clay sculpture</b> of an animal (this is the end goal). The purpose is that the progression of skills will be clearly seen not only within the sketchbook work, but between the first task and end goal task. (This will be instead of an end of term quiz).

**Pioneer Federation**  
**Medium term plan**  
**Year 3/4 Cycle 2, Term 4**  
**Art**

Teacher modelling of techniques in sketchbooks in every lesson is essential to reinforce the purpose and use of sketchbooks. Recap the purpose and importance of sketchbooks from last term. Every sketchbook should be different and individual to the child and used as a journal to record ideas as a means to the end goal.

Explore the history of Pompeii and in particular the people and animals frozen in time.

<https://kids.nationalgeographic.com/history/article/pompeii>

Explain the end goal of this unit of work to class: To create a soap (clay or wax can be an alternative too) sculpture of an animal. Leading up to this, they will be learning about the techniques and style of Barbara Hepworth and applying this knowledge to develop their own ideas.

Learn about Hepworth:

<https://www.tate.org.uk/kids/explore/who-is/who-barbara-hepworth>

<https://www.bbc.co.uk/bitesize/articles/zbd9jfr>

**Sculpture** is the art of making three-dimensional representative or abstract forms, especially by carving stone or wood or by casting metal or plaster.

Abstract can be used as a word to describe art (the opposite being **representational** art).

Definition of **abstract** art: Abstract art uses visual elements of shape, form, colour and line to represent a departure from reality, either partially or fully.

<https://www.tate.org.uk/art/art-terms/a/abstract-art> i.e. *Strictly speaking, the word abstract means to separate or withdraw something from something else. BUT The term can be applied to art that is based on an object, figure or landscape, where forms have been simplified or schematised. It is also applied to art that uses forms, such as geometric shapes or gestural marks, which have no source at all in an external visual reality.*

Discuss the difference between abstract and representational art with the class.

Other significant abstract artists of 20<sup>th</sup> century: *Wassily Kandinsky, Robert Delaunay, Sonia Delaunay, Piet Mondrian, Hilma af Klint, Paul Klee*

Other significant sculptors: Alexander Calder, Alberto Giacometti, Henry Moore, Louise Nevelson

In sketchbooks, glue in example of Hepworth's work and annotate with descriptions, facts about her work, likes/dislikes, techniques, materials, style etc (these annotations should include some of the core vocabulary (sculpture, form) and/or aspirational vocabulary (abstract, representational)

Children could have a go at sketching some of her sculptures with a focus on line and tone. This could be done in a choice of materials: chalk, charcoal, pencil, pen, paint

2.

**Deeper learning question:** Why is observing essential when sketching?

**Prior learning reconnection:** What is sculpture? What facts can you recall about Hepworth? What is abstract/representational art?

*LO: To create prep sketches and explore proportions*

**Vocabulary:** proportions, organic, prep sketches

**Activity:**

Look at images of common animals. Encourage them to look closely at them, what are the main features of these animals? What stands out? You may wish to focus on one animal (ideally significant to the Romans). Model drawing the animal and really consider the proportions of it. (Proportion is the relationship of

**Pioneer Federation**  
**Medium term plan**  
**Year 3/4 Cycle 2, Term 4**  
**Art**

one part of a whole to other parts). Remind children of the end goal so it's important to think in particular about the features that stand out about these animals. Remind children to look more at what they are drawing than the drawing itself and not to draw what they THINK they see. The purpose of this task is to familiarise themselves with the features, form and shape of the animal that they will later sculpt.

You could set them a challenge and ask them to draw the animal in 1 minute, next time increase it to 5 etc. Or they could create a single line drawing of the animal without taking their tool off the paper. This activity is fun, helps them to relax into drawing and reminds them that exploring and having a go without the worry of it looking a 'good' is really important in order to develop skills. Teachers to do this alongside them too. A view finder is also helpful to draw a section of something so they are less focused on what they think their object should look.

Later in the lesson, link their learning and exploration back to Hepworth, and consider focusing on key elements/shapes that she used to create an abstract form. Her forms are organic and are quite abstract in their form.

They should have a go at creating prep sketches (this can be one or several) of an animal in its abstract form (reducing the key features to a simple shape just like Hepworth). They will use these prep sketches next lesson to support them when they create their sculpture- highlight the use of prep sketches to help artists to develop their work. They should annotate their prep sketches.

Example of a Hepworth prep sketch <https://www.tate.org.uk/art/artworks/hepworth-perigord-t00701>

J.M.W.Turner (although a painter) is a great example. <https://www.tate.org.uk/art/research-publications/jmw-turner/joseph-mallord-william-turner-portsmouth-preparatory-study-r1148215>

At the end of the lesson, encourage children to look at each others' work quietly (modelling an art gallery environment) and talk about what has gone well/could be better and **why** linked to the LO. Encourage positive comments. Reinforce that there is no right and wrong and that we are all learning and practising different techniques to help us to achieve the end goal.

3 and 4

**Deeper learning question:** Are sketchbooks useful?

**Prior learning reconnection:** What are proportions? Why are proportions important? Recap the techniques used by Hepworth and her inspiration for creating her sculptures, are they abstract or representational?

*LO: To use my prep sketches to create a sculpture.*

**Vocabulary:** sculpture, carve, organic, texture

**Activity:** Encourage the children to look back at their notes and prep sketches from the last lesson. They should have created an abstract design of an animal, inspired by the organic forms of Hepworth's sculptures. Introduce the material you will use to sculpt their form.

**Pioneer Federation**  
**Medium term plan**  
**Year 3/4 Cycle 2, Term 4**  
**Art**

	<p>Here is a link for how to sculpt in soap and the tools needed. <a href="https://www.tate.org.uk/kids/make/sculpture/soap-carving">https://www.tate.org.uk/kids/make/sculpture/soap-carving</a>. (consider fragrance free soap) Link for clay: <a href="https://claycellar.co.uk/clay/air-drying/product/314-air-drying-clay-white-es950-5kg-bags">https://claycellar.co.uk/clay/air-drying/product/314-air-drying-clay-white-es950-5kg-bags</a> Link for tools (for soap, clay or wax) : <a href="https://www.amazon.co.uk/Sculpting-Clay-Tools/s?k=Sculpting+Clay+Tools">https://www.amazon.co.uk/Sculpting-Clay-Tools/s?k=Sculpting+Clay+Tools</a> This might take longer than a session to complete; to speed up the process, or for children who may find this too much, cut the bar of soap to a smaller size. Alternatively, a small block of beeswax can be used, or clay can be used and allowed to air dry.</p> <p>Difficulties they will have is visualising their pieces in 3D!</p> <p>Take photos of the work through the stages to add to sketchbooks which children can annotate. They could label the process/techniques, difficulties, likes/dislikes, tools, comparisons to artists' work etc.</p> <p><b>SEN:</b> for any children that may not be able to access this method, see this plaster of Paris idea for creating an organic, abstract sculpture: <a href="https://www.tate.org.uk/kids/make/sculpture/make-a-plaster-cast-sculpture">https://www.tate.org.uk/kids/make/sculpture/make-a-plaster-cast-sculpture</a></p> <p>Teachers also to engage in the process of sculpting too!</p> <p>At the end of the lesson, encourage children to look at each others' work quietly (modelling an art gallery environment) and talk about what has gone well/could be better and <b>why</b> linked to the LO. This can be recorded on a post it and added to each child's sketchbook. Encourage positive comments. Reinforce that there is no right and wrong and that we are all learning and practising different techniques to help us to achieve the end goal.</p>
5	<p><b>Deeper learning question:</b> Do we have to evaluate our work? <b>Prior learning reconnection:</b> Recap the techniques learned and developed in the last lesson. What difficulties did we come across?</p> <p><i>LO: To evaluate my final piece</i> <b>Vocabulary:</b> evaluate, shape, form, texture <b>Activity:</b> Discuss the importance of evaluating and why artists like us need to do it. Children to glue images of their sculptures in their sketchbooks and they should have their actual sculptures in front of them whilst evaluating too. Model evaluating your own sculpture and adding comments to your teacher sketchbook.</p> <p>Encourage lots of verbal discussions about their work with each other, some examples of comments/ questions they could ask each other: Can you tell me about your work? Your___really caught my eye! How did you do that?</p>

**Pioneer Federation**  
**Medium term plan**  
**Year 3/4 Cycle 2, Term 4**  
**Art**

How do you feel about your work? Why?

*During these discussions, encourage children to be specific with their comments; instead of saying 'I think it's cool', encourage them to really focus on specific things that are linked to the LO i.e. I like how you have used an organic shape/ I can see the features of a dog/ I like how it's curved which makes it look like the animal is sleeping peacefully etc. This will need modelling and practising a lot. They should also be encouraged to think about how their work makes them feel in order to build their confidence.*

Children should now use the discussions to help them to evaluate their own work. They could start by making notes about what the work is about, the elements that they really like and the ones that they would like to change. They should note what techniques they found worked well/not so well and how they feel about their work.

**End of unit assessment:** Instead of a quiz, teachers should compare the final sculpture with the first and evaluate the progression of skills learned through the unit.

*In sketchbooks, children should also compare their first sculpture (completed at the start of the unit) with their final piece using the language learned and on the cover sheet. What have you learned to do that you couldn't do? What new information/skills/techniques have you learned?*

**End points:**

To develop a sketchbook that is individual to each child. The sketchbook includes the process of exploring various ..... techniques

To develop the skills to create a sculpture inspired by....