


## PENTECOST TERM 1

### ART – Year 3 - Medium Term Planning – SCULPTURE (Juan Munoz – Figure)

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
<b>Art Analysis</b>  <b>LEARNING INTENTION:</b> To know that Juan Muñoz was a sculptor famous for creating figures.  <b>Disciplinary Knowledge:</b> <ul style="list-style-type: none"> <li>Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</li> </ul> <b>Aim:</b> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	<b>Sketchbooks</b>  <b>LEARNING INTENTION:</b> To know that action and movement can be created by the human figure.  <b>Disciplinary Knowledge:</b> <ul style="list-style-type: none"> <li>Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</li> </ul> <b>Aim:</b> Produce creative work, exploring their ideas and recording their experiences.	<b>Sketchbooks</b>  <b>LEARNING INTENTION:</b> To know that sketchbooks are key to exploring and recording ideas prior to creating a sculpture.  <b>Disciplinary Knowledge:</b> <ul style="list-style-type: none"> <li>Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</li> </ul> <b>Aim:</b> Produce creative work, exploring their ideas and recording their experiences.
<b>Key Vocabulary:</b> sculpture, figure, papier-mâché, storytelling, interaction	<b>Key Vocabulary:</b> figure, posture, movement, action, dynamics	<b>Key Vocabulary:</b> figure, storytelling, visual, elements, posture, shape, space
<b>Recap &amp; retrieval</b>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>Figure sculpture shows the human form.</li> </ul>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>Figure sculpture shows the human form.</li> <li>How we use our body position shows the action of the person.</li> </ul>
<b>Key Knowledge:</b>	<b>Key Knowledge:</b>	<b>Key Knowledge:</b>

<p><b>Child:</b></p> <ul style="list-style-type: none"> <li>Juan Muñoz was a Spanish sculptor.</li> <li>Juan Muñoz worked in papier-mâché, resin and bronze.</li> <li>Figure sculpture shows the human form.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>He created large-scale installations comprising human figures arranged in groups.</li> </ul>	<p><b>Child:</b></p> <ul style="list-style-type: none"> <li>The human figure can be used to show different emotions.</li> <li>How we use our body position shows the action of the person.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Photographs by definition are taken from life.</li> <li>Photography is often used to capture or record the human figure.</li> </ul>	<p><b>Child:</b></p> <ul style="list-style-type: none"> <li>A sketch is a rough drawing or painting in art to note down key ideas and to practise techniques.</li> </ul> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>Hold your pencil loosely.</li> <li>Warm up by drawing lines and circles.</li> <li>Try drawing from a reference.</li> <li>Sketch out basic shapes first.</li> <li>Start with loose lines to refine later.</li> <li>Vary line thickness and style.</li> </ol>
<p><b>Learning Task</b></p> <p><b>A – Approach</b> – figure sculpture</p> <p><b>I – inspiration and ideas for own work</b> – not copy but pick out things you like about it</p> <p><b>M – Meaning</b> - What was he trying to say in his work?</p> <p><b>S – Skills</b> – shape, form and space</p> 	<p><b>Learning Task</b></p> <p>Children create poses to show different emotions and actions.</p> <p>Singular poses.</p> <p>Small group poses.</p> <p>Photograph for later reference.</p>	<p><b>Learning Task</b></p> <p>Using photos, create photo montages and sketches on a figure, showing an emotion.</p>

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### ART – Year 3 - Medium Term Planning – SCULPTURE (Juan Munoz - Figure)

LESSON 4	LESSON 5	LESSON 6
<b>Sculpture</b>  <b>LEARNING INTENTION:</b> To know that a framework is needed to create a papier-mâché sculpture.  <b>Disciplinary Knowledge:</b> <ul style="list-style-type: none"> <li>Explore form, shape and space to add papier-mâché to a framework.</li> </ul> <b>Aim:</b> Become proficient in drawing, painting, <b>sculpture</b> and other art, craft and design techniques.	<b>Creating original artwork</b>  <b>LEARNING INTENTION:</b> To know that a sculpture can contain different visual elements.  <b>Disciplinary Knowledge:</b> <ul style="list-style-type: none"> <li>Create personal artwork using the artwork of others to stimulate them.</li> </ul> <b>Aim:</b> Become proficient in drawing, painting, <b>sculpture</b> and other art, craft and design techniques.	<b>Art Analysis</b>  <b>LEARNING INTENTION:</b> To know that evaluation and feedback enables the artist to reflect and improve a piece of artwork.  <b>Disciplinary Knowledge:</b> <ul style="list-style-type: none"> <li>Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</li> </ul> <b>Aim:</b> Evaluate and analyse creative works using the language of art, craft and design.
<b>Key Vocabulary:</b> figure, <b>armature</b> , <b>framework</b> , <b>papier-mâché</b> , shape, space, <b>form</b> , <b>size</b>	<b>Key Vocabulary:</b> dynamics, texture, <b>edge</b> , <b>shape</b> , <b>space</b> , <b>form</b> , size, <b>line</b> , colour, tone	<b>Key Vocabulary:</b> figure, <b>storytelling</b> , <b>interaction</b> , <b>dynamics</b> , balance, proportion
<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>Figure sculpture shows the human form.</li> <li>How we use our body position shows the action of the person.</li> </ul>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>Figure sculpture shows the human form.</li> <li>How we use our body position shows the action of the person.</li> </ul>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>Figure sculpture shows the human form.</li> <li>How we use our body position shows the action of the person.</li> </ul>

<ul style="list-style-type: none"> <li>• A sketch is a rough drawing or painting in art to note down key ideas and to practise techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• A sketch is a rough drawing or painting in art to note down key ideas and to practise techniques.</li> <li>• This papier-mâché finishing technique works best on top of a tightly twisted sculpture because the strips of paper need small gaps to sit on.</li> </ul>	<ul style="list-style-type: none"> <li>• A sketch is a rough drawing or painting in art to note down key ideas and to practise techniques.</li> <li>• This papier-mâché finishing technique works best on top of a tightly twisted sculpture because the strips of paper need small gaps to sit on.</li> <li>• Form indicates mass, volume, bulk, solidity, and weight.</li> </ul>
<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>• Papier-mâché is an easy way to give form or add decoration onto a framework.</li> <li>• This papier-mâché finishing technique works best on top of a tightly twisted sculpture because the strips of paper need small gaps to sit on.</li> <li>• Papier mâché needs <b>strips of newspaper</b> or a plain thin paper.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• The strips are <b>dipped</b> into a <b>paste</b>, such as wallpaper paste or diluted PVA glue, and layered onto the wire structure.</li> <li>• This process is done in <b>stages</b>, so that each side of the sculpture can set before being turned for the other parts to be done.</li> <li>• The paper needs to be layered to make the sculpture strong.</li> <li>• Once the piece is dry, it can be decorated by using coloured paper to add another layer, or it can be painted.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>• Line may sometimes define or imply a form.</li> <li>• Form indicates mass, volume, bulk, solidity, and weight.</li> <li>• Forms may contain empty space or holes which are called voids or negative space.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• <b>Line:</b> In sculpture, line has 3 dimensions.</li> <li>• It moves through and occupies space.</li> <li>• Line may be irregular, free flowing, or rigid.</li> <li>• Line in space implies movement as the eye, hand, and/or body follows its path.</li> <li>• Line may sometimes define or imply a form.</li> <li>• These are sometimes as important as positive space.</li> <li>• <b>Texture:</b> Artists can use materials with specific textural qualities and materials with which they can create texture in their art</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>• Evaluating the artwork is a way of saying what the artist likes and finding one or two things that can be made better.</li> <li>• Listening to someone else's idea can make you find a way to improve one thing about the artwork.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Start by acknowledging that the artwork is not perfect.</li> <li>• It's important to establish we're looking for how to be 'better', not how to be perfect</li> </ul>

<b>Learning Task</b> Create a wire framework of a human figure, based on sketch. Add papier-mâché.	<b>Learning Task</b> Continue to create papier-mâché sculpture.	<b>Learning Task</b> Evaluate the final sculpture, finding aspects that add interest the viewer and one aspect which could be improved.
<b>Assessment</b> Cumulative quiz. Retrieval practice.		