

## PENTECOST TERM 1

### ART – Year 5 - Medium Term Planning – SCULPTURE (Anthea Hamilton - Surrealism)

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
<b>Art Analysis</b>  <b>LEARNING INTENTION:</b> To know that Anthea Hamilton is a Surrealist sculptor famous for large-scale art installations.  <b>Disciplinary Knowledge:</b> <ul style="list-style-type: none"> <li>Use the language of art with greater sophistication when discussing own and others art.</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>Sculpture</b>  <b>LEARNING INTENTION:</b> To know that different textures can be created.  <b>Disciplinary Knowledge:</b> <ul style="list-style-type: none"> <li>Investigate how scale, display location and interactive elements impact 3D art.</li> <li>Persevere when constructions are challenging and work to problem solve more independently.</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>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</li> <li>Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.</li> </ul> <b>Aim:</b> Produce creative work, exploring their ideas and recording their experiences.
<b>Key Vocabulary:</b> Surrealism, sculptor, sculpture, visual, elements, texture, shape, line, colour, art installation, large-scale	<b>Key Vocabulary:</b> texture, rough, smooth, stippled, grooves, ridges, bumps	<b>Key Vocabulary:</b> sketchbook, sketch, drawing, ideas, record, observation, explore, outline
<b>Recap &amp; retrieval</b>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>Surrealist sculpture represents unconscious thoughts and feelings in a 3D way.</li> </ul>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>Surrealist sculpture represents unconscious thoughts and feelings in a 3D way.</li> <li>Texture can be seen through bumps, ridges, grooves and other physical details.</li> </ul>

<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>Anthea Hamilton is famous for her big installations.</li> <li>Surrealist sculpture represents unconscious thoughts and feelings in a 3D way.</li> <li>She uses lots of different materials and techniques.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>You can step into and wander around her strange, surreal artworks.</li> <li>Hamilton is renowned for her art-pop, culture-inspired sculptures and installations that incorporate references from the worlds of art, fashion, design and cinema.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>Texture refers to the physical appearance or feel of an object.</li> <li>Texture can be seen through bumps, ridges, grooves and other physical details.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>One way to create texture without having the viewer touch it, is by using different materials.</li> <li>Different materials can create unique contrasts that add visual texture that can help people see beyond the surface.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>Artists use sketchbooks for purposes including recording observations and research.</li> <li>They use them for testing materials and working towards an outcome more independently.</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> – Surrealist 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 she trying to say in her work?</p> <p><b>S – Skills</b> – texture, shape, line, colour</p> <div data-bbox="118 1219 358 1407" data-label="Image"> </div> <p>Pumpkin</p>	<p><b>Learning Task</b></p> <p>Practise the use of different materials to create texture. Explore different materials and collect from around the school.</p>	<p><b>Learning Task</b></p> <p>Practise sketches of different vegetables and fruit – eg, apples, squash, pumpkin, pear, strawberries</p>

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<u>LESSON 4</u>	<u>LESSON 5</u>	<u>LESSON 6</u>
<p><b>Sculpture</b></p> <p><b>LEARNING INTENTION:</b> To know that multi-media can be used to create sculpture.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Cut and bend wire to create shapes that together form a 3D sculpture.</li> </ul> <p><b>Aim:</b> Become proficient in drawing, painting, <b>sculpture</b> and other art, craft and design techniques.</p>	<p><b>Sculpture</b></p> <p><b>LEARNING INTENTION:</b> To know that a sculpture can contain different visual elements.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Explore form, shape and space to add papier-mâché to a wire framework.</li> </ul> <p><b>Aim:</b> Become proficient in drawing, painting, <b>sculpture</b> and other art, craft and design techniques.</p>	<p><b>Art Analysis</b></p> <p><b>LEARNING INTENTION:</b> To know that evaluation and feedback enables the artist to reflect and improve a piece of artwork.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Give reasoned evaluations of their own and others work which takes account of context and intention.</li> </ul> <p><b>Aim:</b> Evaluate and analyse creative works using the language of art, craft and design.</p>
<p><b>Key Vocabulary:</b> <b>sculpture, shape, space, form, size, interactive, multimedia, mixed media, framework, viewpoint, interact</b></p>	<p><b>Key Vocabulary:</b> <b>visual, elements, form, line, pattern, solidity, mass, volume</b></p>	<p><b>Key Vocabulary:</b> <b>evaluate, reflect, feedback, improve, specific, respond</b></p>

<p><b>Recap &amp; retrieval</b></p> <ul style="list-style-type: none"> <li>• Surrealist sculpture represents unconscious thoughts and feelings in a 3D way.</li> <li>• Texture can be seen through bumps, ridges, grooves and other physical details.</li> <li>• Artists use sketchbooks for purposes including recording observations and research.</li> </ul>	<p><b>Recap &amp; retrieval</b></p> <ul style="list-style-type: none"> <li>• Surrealist sculpture represents unconscious thoughts and feelings in a 3D way.</li> <li>• Texture can be seen through bumps, ridges, grooves and other physical details.</li> <li>• Artists use sketchbooks for purposes including recording observations and research.</li> <li>• Media can be combined to create a sculpture which can be viewed from different angles.</li> </ul>	<p><b>Recap &amp; retrieval</b></p> <ul style="list-style-type: none"> <li>• Surrealist sculpture represents unconscious thoughts and feelings in a 3D way.</li> <li>• Texture can be seen through bumps, ridges, grooves and other physical details.</li> <li>• Artists use sketchbooks for purposes including recording observations and research.</li> <li>• 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>• Media can be combined to create a sculpture which can be viewed from different angles.</li> <li>• Each angle of a sculpture needs to be accessible by the viewer.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Anthea Hamilton's sculptures were created to be physically interacted with by the viewer.</li> <li>• Her sculptures often involved live action</li> <li>• Her sculptures were designed to be seen from all angles so the viewer gained a different experience from each viewpoint.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <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> <li>• Line may sometimes define or imply a form.</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>• <b>Texture:</b> Artists can use materials with specific textural qualities and materials with which they can create texture in their art</li> <li>• Forms may contain empty space or holes which are called voids or negative space.</li> </ul>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Specific vocabulary needs to be used to discuss the processes used by themselves and by other artists.</li> <li>• Specific vocabulary needs to be used to describe the particular outcome achieved.</li> <li>• Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</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>

	<ul style="list-style-type: none"> <li>• These are sometimes as important as positive space.</li> </ul>	
<b>Learning Task</b> Create wire framework and different materials to create a sculpture, using different textures.	<b>Learning Task</b> Continue creating the 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.		