

# PENTECOST TERM 1

## ART – Year 6 - Medium Term Planning – SCULPTURE (Alberto Giacometti - Modernism)

LESSON 1	LESSON 2	LESSON 3
<b>Art Analysis</b>  <b>LEARNING INTENTION:</b> To know that Alberto Giacometti was a Modernist sculptor famous for creating sculpted animal and human figures.  <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 used with purpose to achieve a specific effect.  <b>Disciplinary Knowledge:</b> <ul style="list-style-type: none"> <li>Explore using a sculpting tool to create a variety of effects when sculpting soap and clay.</li> </ul> <b>Aim:</b> Become proficient in drawing, painting, <b>sculpture</b> and other art, craft and design techniques.	<b>Sculpture</b>  <b>LEARNING INTENTION:</b> To know that clay can be manipulated, joined and strengthened in different ways.  <b>Disciplinary Knowledge:</b> <ul style="list-style-type: none"> <li>Use water to join pieces of clay together.</li> </ul> <b>Aim:</b> Become proficient in drawing, painting, <b>sculpture</b> and other art, craft and design techniques.
<b>Key Vocabulary:</b> Modernist, sculptor, sculpture, texture, edge, shape, space, form, size, line, pattern	<b>Key Vocabulary:</b> clay, texture, rough, smooth, stippled	<b>Key Vocabulary:</b> clay slip, join, pinch, manipulate, moisture, water, wet
<b>Recap &amp; retrieval</b>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>Giacometti is famous for his elongated stick-thin figures.</li> </ul>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>Giacometti is famous for his elongated stick-thin figures.</li> <li>Found objects can add texture to the clay by replicating a natural surface or to achieve a specific effect.</li> </ul>
<b>Key Knowledge:</b>  Child:	<b>Key Knowledge:</b>  Child:	<b>Key Knowledge:</b>  Child:

<ul style="list-style-type: none"> <li>• Alberto Giacometti was a Modernist sculptor inspired by Cubism and Surrealism.</li> <li>• Giacometti is famous for his elongated stick-thin figures.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Giacometti preferred to use models who he knew personally.</li> <li>• Rejecting classical ideas of perspective, he also often recorded his models from memory.</li> <li>• Giacometti was one of the outstanding artists of the 20th century.</li> <li>• He experimented by reducing the scale, detail, and volume of his forms or, as he put it, “trimming the fat off of space.”</li> </ul>	<ul style="list-style-type: none"> <li>• Found objects can add texture to the clay by replicating a natural surface or to achieve a specific effect.</li> <li>• Texture can be added by using rollers, stencils, stamps, sculpture tools.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Clay can take on just about any texture. Indenting, scoring, adding bits of clay in different sizes can add texture.</li> </ul>	<ul style="list-style-type: none"> <li>• When joining clay parts together, both surfaces need to be scored and joined with slip.</li> <li>• Clay structures can be strengthened using a wire structure as a base to model around.</li> <li>• Add water to prevent clay drying out as you’re working with it.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• The more water between the clay particles, the more they can slide around and intermingle when clay pieces are next to each other.</li> <li>• As clay dries it shrinks - physical water between the clay particles evaporates, and the clay particles draw nearer to each other.</li> </ul>
<p><b>Learning Task</b></p> <p><b>A – Approach</b> – Modernist 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> – twisted, stick-thin, scale, texture</p> <div data-bbox="129 1153 416 1318" data-label="Image"> </div> <p><i>Le Chat</i></p>	<p><b>Learning Task</b></p> <p>Find different materials and objects and explore the effect on clay surface.</p>	<p><b>Learning Task</b></p> <p>Practise making clay slip. Practise skill of scoring and joining with clay slip.</p>

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### ART – Year 6 - Medium Term Planning – SCULPTURE (Alberto Giacometti - Modernism)

<u>LESSON 4</u>	<u>LESSON 5</u>	<u>LESSON 6</u>
<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> </ul> <b>Aim:</b> Produce creative work, exploring their ideas and recording their experiences.	<b>Sculpture</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>Explore using a sculpting tool to create a variety of effects when sculpting soap and clay.</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>Confidently explain their ideas, choices, processes and opinions about their own and other's art work, giving reasons using a more complex vocabulary.</li> </ul> <b>Aim:</b> Evaluate and analyse creative works using the language of art, craft and design.
<b>Key Vocabulary:</b> sketchbook, sketch, drawing, <b>ideas, record, observation, explore, outline</b>	<b>Key Vocabulary:</b> <b>visual, elements, form, line, pattern, solidity, mass, volume</b>	<b>Key Vocabulary:</b> evaluate, <b>reflect, feedback, improve, specific, respond</b>
<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>Giacometti is famous for his elongated stick-thin figures.</li> <li>Found objects can add texture to the clay by replicating a natural surface or to achieve a specific effect.</li> </ul>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>Giacometti is famous for his elongated stick-thin figures.</li> <li>Found objects can add texture to the clay by replicating a natural surface or to achieve a specific effect.</li> </ul>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>Giacometti is famous for his elongated stick-thin figures.</li> <li>Found objects can add texture to the clay by replicating a natural surface or to achieve a specific effect.</li> </ul>

<ul style="list-style-type: none"> <li>When joining clay parts together, both surfaces need to be scored and joined with slip.</li> </ul>	<ul style="list-style-type: none"> <li>When joining clay parts together, both surfaces need to be scored and joined with slip.</li> <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>When joining clay parts together, both surfaces need to be scored and joined with slip.</li> <li>A sketch is a rough drawing or painting in art to note down key ideas and to practise techniques.</li> <li>Forms may contain empty space or holes which are called voids or negative space.</li> </ul>
<p><b>Key Knowledge:</b></p> <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>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>These are sometimes as important as positive space.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>Evaluating artwork is a way of explaining your ideas, choices, processes and opinions about their own and other's art work.</li> <li>Reasons should be given, using key vocabulary identified.</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>
<p><b>Learning Task</b></p> <p>Sketch an elongated animal.</p>	<p><b>Learning Task</b></p> <p>Create the sculpture from the sketch, adding texture and joining with clay slip.</p>	<p><b>Learning Task</b></p> <p>Evaluate the final sculpture, finding aspects that add interest the viewer and one aspect which could be improved.</p>

<b>Assessment</b> Cumulative quiz. Retrieval practice.		