

Art Unit Plan- Year 1 -Summer 2 Sculpture (Landscapes & environments)

Year 1 Sum 2	Concept	Subject Skill (Learning Objective)	Subject Knowledge	Pedagogical Content (how you will teach)
Day 1	Critical study & understanding of art	<p>I am learning to describe the work of famous artists, beginning to talk about similarities and differences</p> <p>I am learning to express an opinion on the work of a famous artist</p>	<p>I am learning to describe what a sculpture is and am beginning to name examples</p> <p>I am learning to describe the work of Michelle Reader, and give my opinion on this</p>	<p>What is sculpture? Explain that this week is art week, and all of Hogarth will be creating art which links to a special landscape or environment - the seaside!</p> <p>Using the PPT, share the image of plastic waste from the ocean. Ask the children to think about what this picture shows, and how it makes them feel. <i>Why is plastic waste a problem? How does it harm the ocean?</i> Feedback ideas as a class.</p> <p>Use the PPT to introduce the focus artwork Michelle Reader's 'Bellyful of plastic'. Ask the children to describe to their partner what they see. Encourage them to think about the materials used.</p> <p>Explain that this piece of artwork is a sculpture. <u>Today we are learning about what sculptures are, will learn about an example of an artist's sculpture.</u></p> <p><i>What is a sculpture?</i> Introduce this new vocabulary, using the PPT to support, ensure that you explicitly teach the definition of sculpture. <i>A sculpture is often known a 3D piece of art. What doe 3D mean? 3D stands for 3 dimensional, it means when an object is solid and not flat. For example, my sheet of paper is flat, but the table is 3D because it is solid. Therefore, a sculpture is a piece of art which is a solid object. The solid object could represent a thing, person or idea, and it could be made from lots of different materials such as wood, clay, metal or stone.</i></p> <p>As a quick consolidation activity, to check understanding, go through the examples on the PPT, showing different pieces of art. Ask the children to stand up when they think it is a sculpture. <i>Have you made a sculpture before?</i> Encourage children to think about their previous learning in EYFS, when they may have explored making models or sculptures from a range of different materials. <i>Have you seen any sculptures before?</i></p> <p>Look back at the focus artwork. Explain that Michelle Reader is an artist from Nottingham. She is inspired by the natural world and creates sculptures of animals and insects using a wide range of materials. She likes to show in her work the impact that people have on the environment. She chooses her materials for their shape, colour and texture.</p> <p>This piece of artwork was made as part of a campaign to make the River Thames in London cleaner. She created the sculpture from plastic waste materials found in the Thames. The sculpture shows small fish that feed on the bottom of the river and they have been found to have eaten plastic waste by accident.</p> <p>In pairs, ask the children to discuss the painting using the sentence stems on the 'Let's Talk Art resource'.</p> <p>Feedback ideas about opinions on the work.</p> <p>Children to complete the artist evaluation sheet.</p> <p><i>Plenary- what did you like? What did you think could be better? What ideas has this given you about your own sculptures?</i></p>
Day 2 (Could split over two lessons)	<p>Developing ideas</p> <p>Sculpture</p>	<p>I am learning to begin to record simple media explorations in my sketchbook</p> <p>I am learning to describe things I like and dislike about my different ideas</p>	<p>I am learning to design an idea for a sculpture made from plastic waste</p> <p>I am learning to explore joining materials to create a sculpture which is a recognisable form</p>	<p>What materials could I use?</p> <p>Recap the previous lesson, the focus artwork, why the artist created the piece, and the children's thoughts and feelings about the work.</p> <p>Explain that we are learning how to create our own sculptures. As a school, we want to help to show the world how important it is to stop plastic waste. Therefore we are going to create our own sculptures using plastic waste of our own sea creatures.</p> <p><i>What animals could we create?</i> Have on the table, the plastic waste materials collated in preparation for today. <i>What materials could we use?</i> Create a mind map of the children's ideas of animals and the materials they might use. Start encouraging the children to think about which materials will be useful for specific parts of the animal, e.g. a bottle for the dolphin's nose, or plastic carrier bags cut to make the fish's scales, by thinking about the shape of the animals, textures etc. Have printed out images of sea animals to support the children with this. We need to think about the colour, shape and texture (the feel or appearance of an object) of the materials to help us think about which will work. Ensure that children understand the definition of these key words. Display them up on the board and refer back to them.</p> <p>Model to the children sketching out a design idea, labelling the materials you will use. Children to create 4 sketches of 4 different ideas, labelling the materials they think they will use. Encourage children throughout to think about how they are going to make it a recognisable form, through thinking about the shape and appearance of the animal they are creating.</p>

		<p>I am learning to begin to try different methods to help develop my ideas</p> <p>I am learning to begin to join different materials to create recognisable shapes and forms</p> <p>I am learning to select from a variety of materials thinking about what will work well and why</p>		<p>How do I join materials to create recognisable shapes/forms?</p> <p>Explain that now we will explore the materials and ideas we have, experimenting with how we can cut, shape and join the materials.</p> <p>Using the sketch idea, model creating a mock up of the design, reinforcing that you are thinking about the colour, shape and texture of the materials and how these might help for different parts of a sea creature. Model using the scissors and glue safely to begin to join the materials, mimicking the shape and texture of one of the sea creatures.</p> <p>Children to explore creating quick explorations of their design ideas, using the plastic waste by joining the materials to create recognisable shapes and forms. Children should think about why the materials they have selected work well /didn't for that particular animal. (Photograph the explorations)</p> <p><i>Plenary</i>- to conclude, ask the children to reflect on the explorations, what went well, what challenges did they face, did that particular material work for that sea creature's shape, texture, colour? Children to write under their design ideas, which they will use as their final design and why based on their explorations. Encourage the children to think about how they might also have to adapt that design based on what they found as they explored the materials.</p>
Day 3	Sculpture	<p>I am learning to begin to join different materials to create recognisable shapes and forms</p> <p>I am learning to select from a variety of materials thinking about what will work well and why</p>	I am learning to make a sculpture using plastic waste	<p>Can you make a sculpture?</p> <p>Recap designs by asking the children to share their ideas with their partners. Model using scissors, glue and tape safely with the materials to cut, shape and join the materials to create a recognisable form.</p> <p>Children to make their sculptures, referring back to their designs throughout. Encourage children throughout to think about how they are making a recognisable form, through thinking about the shape and appearance of the animal they are creating.</p> <p>Plenary- what went well? Did you face any challenges? What were they? How did you overcome them?</p>
Day 3	Critical study & understanding of art	<p>I am learning to begin to join different materials to create recognisable shapes and forms</p> <p>I am learning to select from a variety of materials thinking about what will work well and why</p> <p>I am learning to talk about my own work, describing how I feel about it</p>	I am learning to reflect on my own work and outcome	<p>Can you evaluate your own sculpture and learning?</p> <p>Look back at the focus artwork. Model reflecting on your own work, making comparisons to the artist, as well as thinking about the materials you used and why. <i>Did they work? How could I improve it further? What does my sculpture show? Why is this important?</i></p> <p>Children to evaluate their own work and learning this week, using the evaluation form.</p> <p><i>Plenary</i>- as a class, share the children's thoughts and feelings about what they have achieved and learnt this week.</p>

Resources:

Focus artwork, Let's Talk Art resource, Artist evaluation sheet, , evaluation of own work sheet, large pieces of paper, plastic waste

Vocabulary:

Art, sculpture, three-dimensional, form, plastic, waste, environment, materials, join, shape, colour, texture,

