



**BeDifferent**  
Federation



## Curriculum Themed Days

### Art and Design: Sculpture

#### Go Big or Go Bust!

#### Spring 2

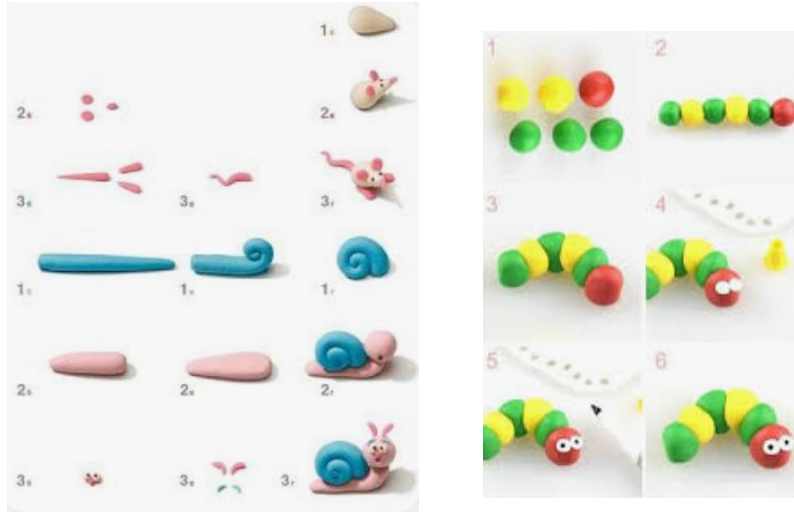
Year group	National curriculum objectives	Suggested activities / Useful links
Nursery	<p>WALT: manipulate the dough with some control to create a mini sculpture</p> <p>(EAD) Joins construction pieces together to build and balance.</p> <p>(M) Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p><a href="https://www.glsed.co.uk/product/art-and-design/modelling-and-pottery/clay/silk-clay/q1554965">https://www.glsed.co.uk/product/art-and-design/modelling-and-pottery/clay/silk-clay/q1554965</a></p>	<p>How can we make different shapes using soft clay?</p> <p>Watch: <a href="https://www.youtube.com/watch?v=cTsIqS_H7Jg&amp;t=96s">https://www.youtube.com/watch?v=cTsIqS_H7Jg&amp;t=96s</a></p> <p>What is a sculpture? Are they flat or not flat? Where have you seen a sculpture before? Who makes them? How do they make it? – by putting things/shapes together.</p> <p>How can we make different shapes using soft clay?</p> <p>Skills to develop: Children understand that they can make different shapes (without using the shape cutters/tools) from soft clay by using different hand movements.</p> <p>Activity 1 (As a whole group): Give each child some playdough and do Dough Disco</p> <p>How can we make the playdough flat, ball, triangle ect... ? What happens if we pat it? Roll it? Pinch it?</p> <p>Dough Disco:</p> <p><a href="https://www.youtube.com/watch?v=DrBsNhwxyzgc">https://www.youtube.com/watch?v=DrBsNhwxyzgc</a></p> <p><a href="https://i0.wp.com/sandfordhill.schoolblogs.org/files/2017/11/easyblog-2CB878E3-E129-459B-BD9A-1C118A128216.jpg">https://i0.wp.com/sandfordhill.schoolblogs.org/files/2017/11/easyblog-2CB878E3-E129-459B-BD9A-1C118A128216.jpg</a></p> <p>Activity 2 (As a small group): use learnt skills to make a mini sculpture e.g. animals, bugs, or</p>



# BeDifferent Federation

something shiny (star, moon, sun...)

e.g.



How can we make the body shape of the mouse? -Roll it and pinch it, how can we make an ear for the mouse? Roll it and squash it.

For more objects please see: <https://www.pinterest.co.uk/pin/366691594645161479/?lp=true>

Could give a range of pictures for children to choose from.

## Reception

WALT: create a sculpture by putting clay pieces together

(M) Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to

How can we join the clay pieces together to create a sculpture?

Watch: [https://www.youtube.com/watch?v=cTsIqS\\_H7Jg&t=96s](https://www.youtube.com/watch?v=cTsIqS_H7Jg&t=96s)

What is a sculpture? Are they flat or not flat? Where have you seen a sculpture before? Who makes them? How do they make it? – by putting things/shapes together.

Activity 1: Explore using playdough first.



# BeDifferent Federation



describe shapes

Uses familiar objects and common shapes to create and recreate patterns and build models.

(EAD) Manipulates materials to achieve a planned effect.

Constructs with a purpose in mind, using a variety of resources.

Uses simple tools and techniques competently and appropriately

<https://www.glsed.co.uk/product/art-and-design/modelling-and-pottery/clay/air-drying-clay-1kg-white/g1554987>

Ask children to create as many different shapes as possible and ask; how did you make that shape?

Can you put them together (stack vertically, horizontally etc.) to create a sculpture (one piece)? Does it stay well together? (Could be abstract or recognisable objects) What can we do to securely put them together without falling or breaking?

Watch for tips : <https://www.youtube.com/watch?v=5Pp1ILnVeQg>

Use water, make marks to lock, make the joining bit flat, try to put a smaller piece on top.. wider parts together...

Activity 2: use learnt skills to make a sculpture using white clay.

e.g.



\*Let it dry and colour them as a part of continuous provision?



# BeDifferent Federation

## Year 1

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

-use sculpture to develop and share our ideas, experiences and imagination

-to develop a wide range of art and design techniques such as texture, line, shape, form and space.

-Talk about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work

## Paper

### What is a sculpture?

Children given the chance to explore different kinds of sculptures in a range of mediums. What makes a sculpture different from a painting or a drawing?

#### Possible Activity

*Children could be given a blank A4 piece of white paper and asked to sculpt an animal. What do the children do? How could we manipulate the paper? What's making this difficult? What would make this easier? What learning might we need to do to improve on our sculptures?*

### Artist –Su Blackwell

British paper sculptor [Su Blackwell](https://www.sublackwell.co.uk/fineartportfolio/) uses the delicacy of paper to make a statement in her work, saying "It is the delicacy, the slight feeling of claustrophobia, as if these characters, the landscape have been trapped inside the book all this time and are now suddenly released. A number of the compositions have an urgency about them, the choices made for the cut-out people from the illustrations seem to lean towards people on their way somewhere, about to discover something, or perhaps escaping from something. And the landscapes speak of a bleak mystery, a rising, an awareness of the air."

<https://www.sublackwell.co.uk/fineartportfolio/>

#### Possible activity

- Respond to Su Blackwells work using thought or speech bubbles.
- Create a fact fill about Su Blackwells career.
- Make observation notes about a piece of Su Blackwells work.

### History

Paper sculpture in the past –Lipski

<https://www.britishpathe.com/video/paper-sculpture>

Paper sculptures in the present?

<https://www.youtube.com/watch?v=Pik2BcQF8ZQ>



# BeDifferent Federation

## *Possible Activity*

*Children could watch both clips and respond to Similarities/ differences.*

*Which one they prefer? And why*

*Children could also explore the how techniques have evolved to allow it possible for modern sculptures to be made.*

## **Skills**

Children are to be given the time to explore different ways of manipulating paper to create different effects.

Curling, Rolling, folding, Crimping, cut outs, bends, loops, fringe, prism, spirals layering



## **The main event - Create**

Children could create an abstract enchanted world themed sculpture to kick start our enchanted world's topic.

Using the skills and techniques they have learnt in previous session imagine and create their own world.

Encourage children to think about

how it looks from all sides

creating different heights

colours

shape



# BeDifferent Federation



## Year 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

-use sculpture to develop and share our ideas, experiences and imagination

-to develop a wide range of art and design techniques such as texture, line,

### Paper- Origami

#### **What is sculpture?**

Children given the chance to explore different kinds of sculptures in a range of mediums. What makes a sculpture different from a painting or a drawing?

What is origami?

Children could share their prior knowledge of origami what they have seen before. Unpack the meaning of the word origami

Between the folds Tralier- artist share their thoughts about their craft.

<https://www.youtube.com/watch?v=tE4lqYzS2m0>

#### **Artist**



# BeDifferent Federation



shape, form and space.

-Talk about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work

**Akira Yoshizawa**, Japanese Grand Master

[https://www.youtube.com/watch?v=ruZJZf8\\_y3Y](https://www.youtube.com/watch?v=ruZJZf8_y3Y)

**Robert Lang**- Modern Physicist and foremost origami artist

<https://www.youtube.com/watch?v=2uogPWqEYIU>

[https://www.youtube.com/watch?v=DJ4hDppP\\_SQ](https://www.youtube.com/watch?v=DJ4hDppP_SQ)

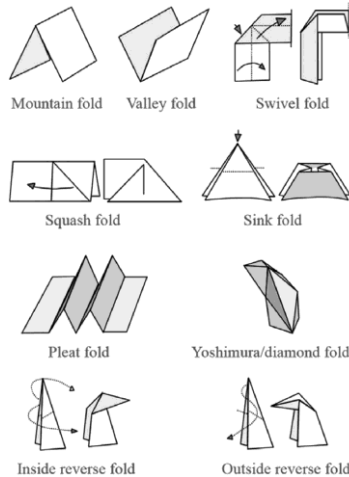
*Possible activities*

*Compare and contrast the two artists work*

*Fact file about an artist*

*Respond and reflect on an artist work.*

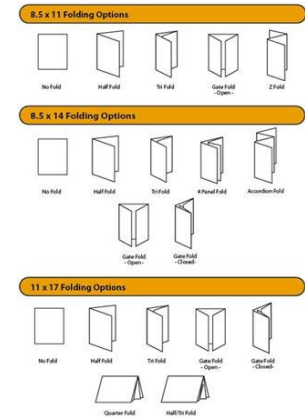
<https://www.youtube.com/watch?v=OGIYDZw9zxI>



*Possible activities*

*Fact file about the origin of origami.*

*How has the craft changed through time?*



<https://www.youtube.com/watch?v=jyxI9Wp3HwU>



# Be Different Federation

## Skills

Key vocab – crease, score, fold, horizontal vertical, diagonal, crisp, flat point, pinch

Explore, experiment, compare and practice each different skill.

ie Whats different about a horizontal fold and a vertical fold?

## Create –The Main event

Children to be stepped through a particular piece of work.

Children could have a choice of instructions to follow to create there own independently.

## Inspiration



Encourage the children to think about

colour  
perserverence  
creativity  
patience





# BeDifferent Federation



## Year 3

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including sculpture with a range of materials [for example clay]
- to discuss, observe and compare great artists, architects and designers in history

### **Clay-**What is clay sculpture?

Sculpting is loosely defined by the building up of clay, rather than subtraction. This is a highly expressive way of working and at its most basic relies solely on the hands as tools. Sculptures in clay vary greatly in scale and style: from figurines delicately modelled with the thumb and forefinger in the palm of the artist's hand, to vigorous works produced by hurling wet clay at a structure to build up form, and everything in between. Sculpting with clay can be fast and immediate, suited to large-scale pieces and outdoor works. It can also be small and expressive, conjuring up images of the first figures of ancient times, whose features were squeezed out of wet clay to resemble animals and human forms. Sculpting utilizes the plasticity of clay.

Everything you wanted to know about Clay

<https://kinderart.com/art-lessons/sculpture/about-clay/>

### **Artist-** Antony Gormley

Antony Gormley is a British artist, known for his sculpture. His artwork features in many public places around the world.

<https://www.twinkl.co.uk/resource/ks2-all-about-antony-gormley-powerpoint-t2-a-254>

<http://www.antonygormley.com/>

#### *Possible activities*

*Respond to his sculptures*

*What could they be looking at?*

*Why did Antony Gormley choose this location to display his work?*

*Fact file about his life/ certain piece of work?*

### **History**

Uses for clay through history , houses, vessels statues toys.



# BeDifferent Federation

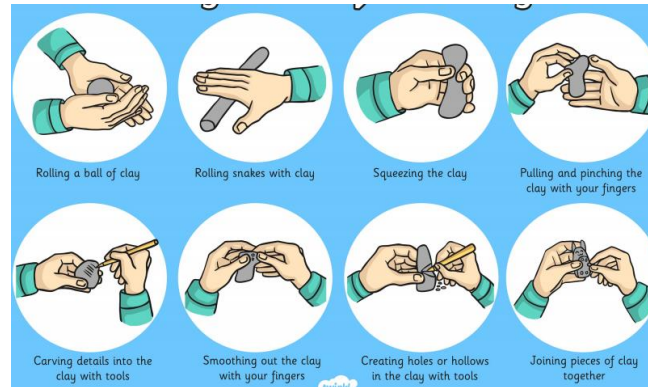


<https://www.youtube.com/watch?v=KOR8HSsKIRo>

### Possible Activities

Compare uses of clay throughout history.  
Why is clay sure a great resources?

### Skills



Rolling, pinching, curling, creating holes, scoring, rolling into a ball, joining, layering, smoothing .

Teachers may wish to practise skills with playdough before moving to clay.

<https://www.twinkl.co.uk/resource/t2-a-020-ks2-art-sculpture-powerpoint>

### Create

Children could be guided through a process to complete a particular idea. Following steps to ensure they are practising skills from previous lesson.

Children could be shown inspiration or given a theme and then given time to create and explore the medium of clay.



# BeDifferent Federation



Children could create a singular piece that when put together makes a large installation like Antony Gormley field series

Pieces could be painted once dry. (drying could take several days)

### Inspiration



Encourage children to think about  
how it looks from all sides  
creating different heights  
negative space  
shape



# Be Different Federation

## Year 4

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

-use sculpture to develop and share our ideas, experiences and imagination

-to develop a wide range of art and design techniques such as texture, line, shape, form and space.

-to improve their mastery of art and design techniques, including sculpture using different materials

-Talk about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work

## PAPER/CARDBOARD

Look at cubist sculpture <https://www.ideelart.com/magazine/cubist-sculpture>

What is it? Where did it originate from? Why is different?

Make a comparison between Picasso's first piece 'Fernande' and another sculptor for example Duchamp-Villon

Give the children pictures of faces-Can they cut them in pairs to first make a 2 dimensional cubist piece. Can they change it more than once? Does it change the effect of how you look at it? *You could link this to Vikings and have head shots of Vikings to cut and mix up.*

Pablo Picasso-

Who was he? Why are we learning about him today? Wasn't he just an artist? *This would give you structure to run a guided reading session.*

<https://www.royalacademy.org.uk/exhibition/picasso-and-paper> This site has some interesting fact about him at the bottom. Also some pictures of his work as sculptures.

*Possible activities*

*Respond to his sculptures*

*What inspired Picasso to work this way?*

*Why did Picasso choose to represent people in this way?*

*Fact file about his life/ certain piece of work?*

### Final piece

Children could bring a photo of themselves or someone else in that they are happy to cut. Create a cubist representation of the picture. For children who don't have pictures use teachers!





# BeDifferent Federation

Can the children understand about balancing their sculpture correctly?

Can they slot the pieces together to create a 3 dimensional sculpture?



Children could be guided through a process to complete a particular idea.

Following steps to ensure they are practising skills from previous lesson.



Encourage children to think 'outside the box'. Think the opposite of normal as we are thinking 'abstract'.

<https://www.youtube.com/watch?v=aLkPtOd1WMc> - link that shows final piece being made

Suggested materials- cardboard /tubes/ Paint/ oil pastels

<https://www.artcampla.com/new-blog/picasso-style-paper-sculpture>





# BeDifferent Federation

## Year 5

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

-use sculpture to develop and share our ideas, experiences and imagination

-to develop a wide range of art and design techniques such as texture, line, shape, form and space.

-to experiment with wire and manipulate it to form shapes

-Talk about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work

## WIRE/PAPER

Year 5 – Alexander Calder

How wire sculpture compares to another type of sculpture. Tom Hare could be a good comparison. His style of sculpture is the natural form. Previously he has exhibited at Kew Gardens.

Does sculpture have to be big?

What effect does the size of a sculpture have?

Alexander Calder- Who is he? Where did his style of sculpture originate from?

<https://www.accessart.org.uk/national-curriculum-planning-art-sculpture/> This is a really good site for ideas. I have a login if it's needed!

<https://www.tes.com/teaching-resource/natural-form-and-wire-sculpture-6171099> This is an excellent resource.

Alexander Calder- use of wire and manipulating it to create abstract pieces this could link to space and the stars by creating pieces as table groups or individually. Create a piece that can suspend from the ceiling using wire and paper to create small shapes.

Children can learn key skills during the morning as table groups and this could be documented as pictures for evidence.

Can you twist the wire? Bend, loop, hook, twist, spiral, curve,

*Possible activities*

*Respond to his sculptures*

*What could they be looking at?*

*Why did Alexander Calder create 3 dimensional sculpture that is hung or suspends?*

*Fact file about his life/ certain piece of work?*





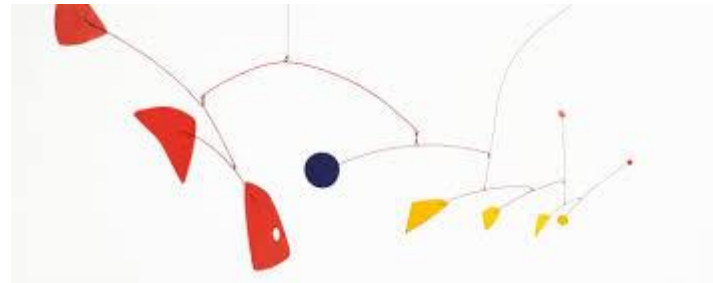
# BeDifferent Federation



*A chance to experiment with wire and learn skills before attempting final piece*

*Suggested outcomes*

*Suspend the children's sculptures from your ceiling to represent Space and the stars*



<https://www.youtube.com/watch?v=CIEgg-nSu7M> Alexander Calder

<https://www.youtube.com/watch?v=EpTlhkN4900> How to make

\*Please source wire cutters



# BeDifferent Federation



## Year 6

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

-use sculpture to develop and share our ideas, experiences and imagination

-to develop a wide range of art and design techniques such as texture, line, shape, form and space.

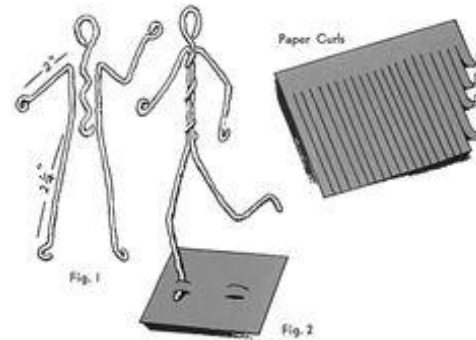
-to experiment with wire and other materials to manipulate it to form shapes

-Talk about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work

## WIRE AND FOIL

Look at different types of sculpture that represents people. How do they differ? Compare two different sculptors. Giacometti and Henry Moore

Sculptor focus- Giacometti- a different interpretation of the human form



<https://nurturestore.co.uk/giacometti-sculpture-art-project-for-kids>

<https://www.tes.com/teaching-resource/giacometti-wire-sculptures-powerpoint-11294971>

TES resource gives you a great start.

Children to explore the artist. Looking at his works of art? Why does he choose to represent figures in this way? What inspired him?

Children should be given the opportunity to learn skills with wire and foil before trying to construct a final piece.

Use a session to explore the materials





# Be Different Federation

Can they manipulate the material?

Children can look at different poses. They can design their desired pose first using sketching and

Children need to think about proportions and **imitate** the artists style.

*Possible activities*

*Respond to his sculptures*

*What could they be doing?(the people)*

*Why did Giacometti choose to represent his work this way?*

*Fact file about his life/ certain piece of work?*

*Chance for skills to be developed before final piece*

Children can construct their human form using wire and foil and use cardboard as a base.



Children need to understand how to balance their sculpture so it stays upright.

[https://www.youtube.com/watch?v=f8i2brIqJ\\_Q](https://www.youtube.com/watch?v=f8i2brIqJ_Q) how to use wire to create a person

*Suggested outcomes*

*Display your people as Victorian people from the Industrial period. Get the children to create a back drop of a factory for them to stand in. Think Lowry!*

\*Please source wire cutters

Getting Wired by n.c.c.f.s

### WIRE SCULPTURE PERSON

1. Cut wire. *Start with 6" and 5" wires. Adjust size for desired result!*
2. Bend and twist wire. *(Twist)*
3. Add arms. *(Wrap around to secure)*
4. Optional: Add more volume and detail!

*Shape figure as you wish. Three points touching the ground helps it to be free standing.*

Copyright ©1999. Visit [www.bachmansarts.com](http://www.bachmansarts.com)

