

**Whole School Art Planning**

**Aspect: - Sculpture**

(MTP's linked to specific year group objectives and skill development)

Autumn Term – F1

Theme: - Magical Me


**Expectations by the end of birth – 3 years children will be able to: -**

**(Expressive Arts and Design)**

- Explore different materials, using all their senses to investigate them and manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials
- Make simple models which express their ideas

**Expectations by the end of 3-4 years children will be able to: -**

- Explore different materials freely, in order to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

<b>Session 1 - Adult Led Activity</b> (Introduce and model technique / skill to the children)	<b>Session 2 – Adult Led Activity</b> (Introduce and model technique / skill to the children)	<b>Session 3– Adult Led Activity</b> (Introduce and model technique / skill to the children)	<b>Session 4 – Adult Led Activity</b> (Introduce and model technique / skill to the children)	<b>Possible Final Piece of Work</b> (Built upon skill development throughout the term)
<p><b><u>Exploration and investigation</u></b>                      Discovery time for the children to explore using various malleable materials such as playdough and salt dough. Talk about the differences together. Allow time for the children to explore using simple tools such as rollers, cutters, scissors etc... Model to the children how to use the tools safely and with control.</p>	<p><b><u>Exploration and Investigation</u></b>                      Focus upon shaping the dough with the children. Model how to create long sausage like shapes, flat and solid shapes using some of the tools and simple techniques. Talk about and introduce vocabulary to the children to describe the shapes and textures such as round/ circle and soft/ hard etc...</p>	<p><b><u>Developing own ideas about materials through exploration</u></b>                      Look carefully at salt dough. Allow the children time to feel and explore. Talk about how we could make the salt dough ‘harder’ and ‘stronger’ or more durable. Allow the children to touch and feel salt dough that has dried and explain what has happened.</p>	<p><b><u>Creating closed shapes and representing objects</u></b>                      Using the salt dough allow the children time to create their own Christmas decoration using the tools and techniques explored during previous sessions and talk about the processes that happens to the dough as it is in the oven – it becomes harder!                       Later after cooling allow the children time to paint and decorate their own decoration.</p>	<ul style="list-style-type: none"> <li>• Creating a Christmas salt dough decoration</li> </ul> <p>(Examples)</p> 
<p><b>C.P Enhancements</b></p>	<p><b>C.P Enhancements</b></p>	<p><b>C.P Enhancements</b></p>	<p><b>C.P Enhancements</b></p>	



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<p>(for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> <li>• Photographs of Christmas– emphasising patterns</li> <li>• Pattern making tools</li> <li>• Rollers, cutters etc...</li> </ul>	<p>(for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> <li>• Photographs of Christmas– emphasising patterns</li> <li>• Pattern making tools</li> <li>• Rollers, cutters etc...</li> <li>• Collage materials to decorate with</li> </ul>	<p>(for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> <li>• Salt dough</li> <li>• Baking Trays</li> <li>• Photographs of Christmas– emphasising patterns</li> <li>• Pattern making tools</li> <li>• Rollers, cutters etc...</li> </ul>	<p>(for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> <li>• Photographs of Christmas– emphasising patterns</li> <li>• Pattern making tools</li> <li>• Rollers, cutters etc...</li> <li>• Googly eyes</li> <li>• Collage materials to decorate with</li> <li>• Paints and paintbrushes</li> </ul>	
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## Whole School Art Planning

### Aspect: - Sculpture

(MTP's linked to specific year group objectives and skill development)

Theme: - Magical Me

Previous Learning and Experiences from F1 –

Exploring materials – Clay and dough

Using simple tools to shape, assemble and create own ideas

**Expectations by the end of Reception children will be able to: -**

(Expressive Arts and Design)

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills

**ELG: Creating with Materials**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used.

<b>Session 1 - Adult Led Activity</b> (Introduce and model technique / skill to the children)	<b>Session 2 – Adult Led Activity</b> (Introduce and model technique / skill to the children)	<b>Session 3– Adult Led Activity</b> (Introduce and model technique / skill to the children)	<b>Session 4 – Adult Led Activity</b> (Introduce and model technique / skill to the children)	<b>Possible Final Piece of Work</b> (Built upon skill development throughout the term)
<p><b><u>Returning to previous learning and refining own ideas</u></b></p> <p>Children will access a range of malleable materials independently. They will be asked to explore and experiment with the materials. Can they mould the materials? Can the roll the materials? Teachers will encourage these independent skills, recapping from skills taught in F1 and ask thought provoking questions.</p>	<p><b><u>Explore a variety of materials building upon previous learning.</u></b></p> <p>Using chosen material, focus upon adding more detail to own models.</p> <p>Model how to make small detail using a range of techniques – rolling, squeezing, pulling, squashing etc - using smaller amounts of the malleable material. Allow children to experiment with these to add detail to their designs within their play</p> <p>The children will also be able to experiment with pencils, knives,</p>	<p><b><u>Return to and build upon previous learning</u></b></p> <p>Introduce clay, allow children to explore and investigate, example by adding water to clay and different tools. Children to discuss the differences between playdough, salt dough and clay. Allow the children time to practise previous skills (rolling, squeezing and pulling) using clay.</p>	<p><b><u>Explore, use and refine a variety of artistic effects</u></b></p> <p>Children to use clay to create their sculpture. Explain the importance of following their design sheet and making amendments if needed. Encourage children to use their learnt skills to use tools and techniques.</p> <p>Children to finish their product by painting the dried clay sculptures.</p>	<ul style="list-style-type: none"> <li>• Embellished Christmas decoration</li> </ul> <p>(Example)</p>

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	<p>rollers and other tools that require careful fine motor skills. Focus on control and increasing precision. Can they change the effect to the material? Can they use the tool competently and effectively?</p>			
<p><b>C.P Enhancements</b> (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> <li>• Various tools to explore and experiment with</li> <li>• Natural materials</li> <li>• Pattern making tools and utensils</li> </ul>	<p><b>C.P Enhancements</b> (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> <li>• Underwater creatures – Photographs highlighting pattern and detail on the various creatures</li> <li>• A range of tools such as knives, pencils, scissors etc.... for the children to explore and experiment with.</li> </ul>	<p><b>C.P Enhancements</b> (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> <li>• Design sheets / templates</li> <li>• Pencils</li> <li>• Water – to help with manipulation of the clay</li> <li>• Photographs / artefacts of other artists work linked to sculpture as visual stimuli for the children to help to encourage talk and discussion.</li> <li>• Christmas cutters</li> </ul>	<p><b>C.P Enhancements</b> (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> <li>• Christmas decoration – Photographs</li> <li>• Photographs / artefacts of other artists work linked to sculpture as visual stimuli for the children to help to encourage talk and discussion.</li> <li>• A variety of tools such as knives, pencils, scissors etc..</li> <li>• Collage embellishment to decorate their final piece.</li> </ul>	



## Whole School Art Planning

### Aspect: - Sculpture

(MTP's linked to specific year group objectives and skill development)

Theme: - From Field to Fork

Previous Learning and Experiences from FS: -

Exploring materials -clay and dough

Using tools to shape, assemble and create own ideas

Making a simple clay model

**Expectations by the end of Key stage 1 children will be able to: -**

**Key Stage One**

**Pupils should be taught:**

**To use a range of materials creatively to design and make products.**

- I can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g., bodies/heads and add surface features
- I can use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care

**Skills:**

**Model using malleable materials (clay) to assemble basic shapes/forms (pulling, rolling and pinching).**

**Create sculptures from observation**

**Carve details into sculptures using tools (Pencils, toothpicks, butter/plastic knives, rollers, metal spoons, lolly sticks)**




**Join two pieces of clay with adult support. Adult to support with carving different direction lines, children to use water to smooth bumps and join together.**

Session 1	Session 2	Session 3	Session 4	Possible Final Piece of Work (Built upon skill development throughout the term)
<b><u>Model in malleable/plastic materials and control form to assemble basic shapes or forms</u></b>	<b><u>Model in malleable/plastic materials and control form to assemble basic shapes or forms</u></b>	<b><u>Model using malleable materials and carve details into sculptures using tools.</u></b>	<b><u>Use clay to construct a simple functional form joining clay with care and adult support.</u></b>	<ul style="list-style-type: none"> <li>• Create a sculpture of an elephant using clay</li> </ul>
<p>Show the children various images of elephants. Discuss their features, shapes and size.</p> <p>Explain to the children about making a sculpture of an elephant. Discuss the concept of what a sculpture is and look at sculpture examples together.</p> <p>Recap work and skills covered in EYFS linked to working with clay</p>	<p>Recap session last week about moulding and sculpting materials to create shapes to represent objects and features. Model creating and moulding a head shape and applying detail such as facial features with the children. (Use rolling and squishing techniques – clay to be pre-cut by an adult)</p>	<p>Children to start constructing the limbs: head including trunk and ears, again adding surface detail to their sculptures using a variety of tools and techniques previously taught (see above for list of tools to use).</p> <p>Talk about the processes/ skills the children are going through/ using to create their own</p>	<p>Adult to support children carving lines going in different directions across the pieces of clay they want to join together. Children to then dip their fingers in water and smooth it across the clay to join them together, smoothing any bumps with their fingers.</p>	<p>Example only: -</p>

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<p>and malleable materials. Recap moulding, shaping and using a range of tools (children have used pencils, knives, rollers in EYFS) and techniques safely and appropriately.</p> <p>Children to explore various malleable materials using different tools to add surface detail to e/g clay, salt dough or play- dough, developing their control. (Use carving tools like butter/plastic knives, metal spoons, toothpicks, lolly sticks; manipulating the clay by pulling to make a hole, rolling to make an oblong and a sphere, pinching to add texture.)</p> <p>Children to practise making spheres (large for body, small for eyes), cylinders (legs and trunk) and flat circles.</p> 	<p>Children to create their own elephant legs and body by rolling and shaping the clay. Start to add surface details: wrinkles, toes etc. using tools like toothpicks, knives and lolly sticks.</p>	<p>sculpture together and discuss what is working well and how to improve as they go.</p>		 
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**Whole School Art Planning**

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 An illustration of five different types of sculpture tools, including chisels and gouges, with yellow handles and metal heads.				
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**Whole School Art Planning**

**Aspect: - Sculpture**

(MTP's linked to specific year group objectives and skill development)

**Spring term – Year 3**

**Theme: - Make a Banana Keyboard**

**Previous Learning and Experiences from Foundation Stage and Year One: -**

**Foundation Stage**

- Exploring materials -clay and dough
- Using simple tools to shape, assemble and create own ideas
- Making a simple clay model

**Year 1**

- Model in malleable/plastic materials and control form to assemble basic shapes or forms e.g., bodies/heads and add surface features
- Use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care
- Model using malleable materials (clay) to assemble basic shapes/forms (pulling, rolling and pinching).
- Create sculptures from observation.
- Carve details into sculptures using tools (Pencils, toothpicks, butter/plastic knives, rollers, metal spoons, lolly sticks)
- Join two pieces of clay with adult support. Adult to support with carving different direction lines, children to use water to smooth bumps and join together.

**Skills:**

- Use malleable and rigid materials to create sculptures.**
- Finish sculptures in different ways such as glazing, polishing and painting.**
- Create sculptures from observation and imagination.**
- Create textured surfaces using a variety of materials and tools.**

**Materials:** wooden boards, dowelling rods, sticks, twigs, raffia, bamboo, twine, lollypop sticks, clay

**Tools:** junior hack saws (to cut dowelling), wood glue/glue guns (to glue dowelling onto board),

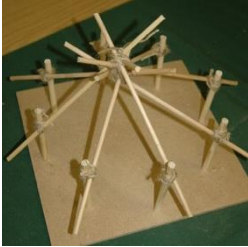
<p><b>Session 1</b>  <u>I can begin to create sculptures from observation using rigid materials (creating the base and posts)</u></p>	<p><b>Session 2</b>  <u>I can use malleable and rigid materials to create sculptures.</u></p>	<p><b>Session 3</b>  <u>I can use malleable and rigid materials to create sculptures.</u></p>	<p><b>Session 4</b>  <u>I can use malleable and rigid materials to create sculptures.</u></p>	<p><b>Possible Final Piece of Work</b>            (Built upon skill development throughout the term)</p>
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<p>Recap Pre-historic roundhouses – made from wattle (woven around a wooden base) and daub (a mixture of mud/clay/hay/manure).</p> <p><a href="#">(16) Making History - Shelter (wattle &amp; daub) - YouTube</a></p> <p>How could we make a smaller replica? How would we make a base and posts to weave our wattle? Give the children a range of materials (base: wooden sheets, cardboard, card, clay, posts: wooden dowelling rods, straws, sticks) and ask which materials would be the most suitable and ask them to explain why.</p> <p>Recap from Y2 how to use junior hack saws. Children to measure the required length for the dowelling and use junior hack saws to cut it to the required length. (Recap skills from Y2 – see Y2 DT Model Making planning to look at skills covered).</p>	<p><b><u>I can create textured surfaces using a variety of materials and tools.</u></b></p> <p>Wattle: Which properties are important when choosing a material for the wattle? It must be malleable (define that malleable means a material that can be pressed into shape). Children to choose the most appropriate material from a small range (the material that is best for manipulating to create shapes). E.g. raffia, twigs, bamboo.</p> <p>Children to practise weaving and manipulating their chosen material to become familiar with the process.</p> <p>Children to weave the wattle in and out of the upright posts, making sure to leave one section between two posts for the doorway and a 3cm gap at the top to join the roof.</p>	<p><b><u>I can create textured surfaces using a variety of materials and tools.</u></b></p> <p>Making Daub:</p> <p>Pre-load: Note that the clay represents the mixture of mud and manure. Experiment with adding materials to the clay (sand, hay, grass...) Leave to dry. Which material is more effective at reinforcing the clay?</p> <p>Daub both sides of the wattle walls by pressing in the clay with hands. Note that daub walls do not look perfectly smooth – show images of textured daub walls.</p>	<p><b><u>I can create textured surfaces using a variety of materials and tools.</u></b></p> <p><b><u>I can finish sculptures in different ways such as painting.</u></b></p> <p>Children to attach further dowelling/lollypop sticks to the dowelling using twine. Wrap the twine around the sticks tightly and use a knot to finish it off.</p>  <p>How could we strengthen the roof even further? Allow children to suggest creating triangles with lolly-sticks going across each beam.</p> <p>Bundles of raffia to create thatch, tied together using twine.</p>	<p>Create houses from wattle and daub like pre-historic roundhouses.</p>
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**Whole School Art Planning**

**Aspect: - Sculpture**

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 <p>A photograph showing several wooden pins or skewers standing upright on a piece of brown cardboard. The cardboard is placed on a green surface.</p>	 <p>A photograph showing a stack of dried, light-brown sticks or twigs, some of which are bundled together.</p>		 <p>A photograph showing a bundle of sticks or twigs, similar to the ones in the previous image, but now bundled together.</p> <p>Finish the sculpture with painting:</p>  <p>A photograph showing a completed sculpture of a thatched-roof hut. The structure is made of sticks and twigs, and the roof is covered in a thick layer of dried grass or straw. The base of the hut is painted white.</p>	
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## Whole School Art Planning

### Aspect: - Sculpture

(MTP's linked to specific year group objectives and skill development)

#### Autumn & Spring term – Year 4

##### Theme: - Art Bot

#### Previous Learning and Experiences from Foundation Stage, Year One and Year 3: -

##### Foundation Stage

Exploring materials -clay and dough

Using simple tools to shape, assemble and create own ideas

Making a simple clay model

##### Year 1

Model in malleable/plastic materials and control form to assemble basic shapes or forms e.g., bodies/heads and add surface features

Use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care

Model using malleable materials (clay) to assemble basic shapes/forms (pulling, rolling and pinching).

Create sculptures from observation.

Carve details into sculptures using tools (Pencils, toothpicks, butter/plastic knives, rollers, metal spoons, lolly sticks)

Join two pieces of clay with adult support. Adult to support with carving different direction lines, children to use water to smooth bumps and join together.

##### Year 3

Use rigid and malleable materials to create sculptures (wood, wattle material, clay)

Use clay to construct a simple form, smoothing and joining with care.

Finish sculptures in different ways such as glazing, polishing and painting.

Create sculptures from observation and imagination.

Create textured surfaces using a variety of materials and tools. (junior hack saws, glue guns, twine threading, dowelling, wooden sheets, a range of twigs/sticks/bamboo/raffia, clay)

##### **Skills:**

**I can design and make a 3D form and assemble materials, covering with Modroc and papier mache.**

**Show a good understanding of safety when handling sculpting tools.**

**Use pinch, slab and coil techniques when creating sculptures out of clay.**

**Use malleable materials to create sculptures.**

**Finish sculptures in different ways, such as glazing, polishing and painting.**

**Use tools effectively to carve sculptures. (Needle tools, cut off wires, fettling knives, round rib tool**


**Use slip (liquified clay) to neatly join different parts of clay sculptures.**

**Whole School Art Planning**

**Aspect: - Sculpture**

(MTP's linked to specific year group objectives and skill development)

**Autumn – Egyptian Death Masks (link to history)**

Session 1	Session 2	Session 3	Session 4	Possible Final Piece of Work
<p>Research into death masks (in history). Acknowledge that death masks are made to look like the person who died to help the spirit find its body in the afterlife.</p> <p>Acknowledge the colours and materials used to create death masks. How could we replicate these? (mod roc, papier mache, gold paint, neutral paints, black paint, blue painted stones, sequins, tissue paper, card)</p>	<p><b>I can design a 3D form.</b></p> <p>Design own death mask and label the design with materials required. Consider design techniques and how materials will be joined together.</p>	<p><b>I can design and make a 3D form and assemble materials, covering with Modroc and papier mache.</b></p> <p><b>Use malleable materials to create sculptures.</b></p> <p>Make base for model using mod roc. Vaseline over the children's faces, wet the mod roc and then model over the faces to take the shape. Children must ensure they smooth out each layer to avoid lumps and bumps and to ensure the modroc joins to itself. Layer this 3 times and then leave for 10 minutes to dry before removing. Leave overnight to dry.</p> <p>Children to draw and cut out additional shapes to make the hair, jewellery and beards (as per their design) using card/cardboard. Use scissors to carefully cut along these shapes.</p> <p>Cover the models with papier mache to fill gaps where the eyes, nose and mouth are. Allow children to add card for hair and</p>	<p><b>Finish sculptures in different ways, such as glazing, polishing and painting.</b></p> <p>Use a range of materials to decorate the masks in accordance with their designs. (Gold, neutral, black and blue paints, painted stones, sequins, tissue paper and card.) Ensure children have access to a range of thick and thin paint brushes to create the desired effects (thick smooth brushes will create a smoother looking effect, fine brushes will be better for adding details).</p> <p>Children may need to add their details in stages. Ensure children know to leave paint to dry in-between layers to prevent paint from running/smudging.</p>	<p>(Built upon skill development throughout the term)</p> <p>Egyptian death mask</p> 

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		other features (if it is in their designs) using papier mache. Leave to dry over night. Children to use large paint brushes to support the application of the papier mache and ensure that the paper is flat and smoothed out.		
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**Whole School Art Planning**

**Aspect: - Sculpture**

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**Spring – Greek Vases**

<p><b>Session 1</b> I can design a 3D structure and plan to use malleable materials.</p> <p>Recap Greek Vases from Ancient Greeks topic. What were they made from? What were they made for? How did the designs change over the Ancient Greek period and why?</p> <p>Design an Ancient Greek vase. Carefully consider the shape, the number of handles and the pattern and design that will be painted onto the vase.</p>	<p><b>Sessions 2</b> I can show a good understanding of safety when handling sculpting tools. I can cut clay with clay wire. I can use pinch, slab and coil techniques when creating sculptures out of clay. Use slip (liquified clay) to neatly join different parts of clay sculptures.</p> <p><b>This session will be a practise session for the skills the children will need to create their vases in the next session.</b></p> <p>Practise cutting the clay using clay wire to get the desired amount of clay. Practise using the wedging technique to get rid of any air pockets within the clay to prevent any cracks.</p> <p>Practise the <b>slabbing technique</b> to create a circular slab of clay – this will be the base of the clay. Use a <b>needle tool</b> to score around a circular template and cut out the required shape using <b>fettling knives</b>.</p>	<p><b>Session 3</b> I can show a good understanding of safety when handling sculpting tools. I can cut clay with clay wire. I can use pinch, slab and coil techniques when creating sculptures out of clay. Use slip (liquified clay) to neatly join different parts of clay sculptures.</p> <p><a href="https://www.youtube.com/watch?v=H2LwH1jzBgs">https://www.youtube.com/watch?v=H2LwH1jzBgs</a> - useful video to support teacher knowledge</p> <p>Use wire cutters to cut off the desired amount of clay. Wedge the clay to remove air pockets and prevent cracks.</p> <p>Roll the clay to create a slab and use needle tools and felting knives with a circular template to cut out the base for the vase.</p> <p>Roll long oblong shapes and use the <b>bonding pinch</b> to join these to the slab base. Use the <b>flat pinch</b> to thin out the pieces of clay. Continue adding more rolled oblong shapes, using the bonding pinch and flat pinch until the pot is at half of its height.</p> <p>Use a <b>round rib tool</b> to smooth and shape the inside walls of the pot, using one hand to support the pot walls and the other to use the tool to smooth and shape the pot. Then continue with the coiling technique until the pot shape is finished.</p>	<p><b>Session 4</b> Finish sculptures in different ways, such as glazing, polishing and painting.</p> <p>Children to use a range of painting tools to add painted designs onto their pots. Children have used soft bristle paint brushes (round, flat, fan, mop, bright, wash) in a range of sizes previously. Recap with children which brush is best for which technique. <a href="#">This website</a> will help with your subject knowledge.</p>	<p><b>Possible Final Piece of Work</b> (Built upon skill development throughout the term)</p> <p>Greek vase.</p>
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	<p>Roll out clay to create long oblong shapes and then practise using a <b>bonding pinch</b> to attach the coil to the base of the clay (the slab created above).</p> <p>Practise using the <b>flat pinch</b> to thin out the long oblong pieces of clay. Ensure the pinch creates the same thickness along the entire length of the oblong shape.</p> <p>Practise coiling by using bonding pinch to attach the coil pieces to each other and then the flat pinch to thin the walls of the pot.</p> <p>Practise using slip to join different parts of clay. Score lines in different directions using the needle tool and then join the pieces together.</p>	<p>Use <b>scraping tools</b> to smooth out the outside walls of the pot. Use a <b>knife</b> to cut off the excess of the clay from the base of the pot.</p> <p>Shape handles using the <b>rolling techniques</b>. Join to the pot by scoring lines in different directions using a <b>needle tool</b>, and then use <b>slip</b> (clay and a little water) to join the two pieces together.</p> <p>Allow pots to completely dry.</p>		
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## Whole School Art Planning

### Aspect: - Sculpture

(MTP's linked to specific year group objectives and skill development)

#### Summer term – Year 6

##### Theme: - Earthquakes and Volcanoes

**Previous Learning and Experiences from Foundation Stage, Year One, Year 3 and Year 4: -**

##### Foundation Stage

Exploring materials -clay and dough

Using simple tools to shape, assemble and create own ideas

Making a simple clay model

##### Year 1

Model in malleable/plastic materials and control form to assemble basic shapes or forms e.g., bodies/heads and add surface features

Use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care

Model using malleable materials (clay) to assemble basic shapes/forms (pulling, rolling and pinching).

Create sculptures from observation.

Carve details into sculptures using tools (Pencils, toothpicks, butter/plastic knives, rollers, metal spoons, lolly sticks)

Join two pieces of clay with adult support. Adult to support with carving different direction lines, children to use water to smooth bumps and join together.

##### Year 3

Use rigid and malleable materials to create sculptures (wood, wattle material, clay)

Use clay to construct a simple form, smoothing and joining with care.

Finish sculptures in different ways such as glazing, polishing and painting.

Create sculptures from observation and imagination.

Create textured surfaces using a variety of materials and tools. (junior hack saws, glue guns, twine threading, dowelling, wooden sheets, a range of twigs/sticks/bamboo/raffia, clay)

##### Year 4

I can design and make a 3D form and assemble materials, covering with Modroc and papier mache.

Show a good understanding of safety when handling sculpting tools.

Use pinch, slab and coil techniques when creating sculptures out of clay.

Use malleable materials to create sculptures.

Finish sculptures in different ways, such as glazing, polishing and painting.

Use tools effectively to carve sculptures. (Needle tools, cut off wires, fettling knives, round rib tool

Use slip (liquified clay) to neatly join different parts of clay sculptures.



## Whole School Art Planning

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(MTP's linked to specific year group objectives and skill development)

**Skills:**

I can design and make a 3D form and assemble materials, covering with Modroc of papier mache.

Plan and create sculptures using wire.


Create sculptures from observation and imagination.

Show a good understanding of safety when handling sculpting tools.

Use malleable materials to create sculptures. (wire, foil, modroc and clay)

Finish sculptures in different ways, such as glazing, polishing and painting. (round, flat, fan, bright and wash soft and hard bristle brushes)

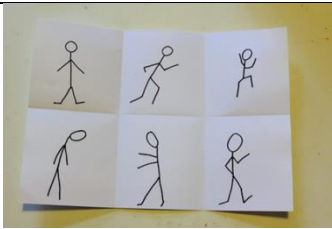
Use tools effectively for sculptures. (wire cutters, scissors, clay cut off wire, fettling knives, scraping tools)

<p style="text-align: center;"><b>Session 1</b></p> <p style="text-align: center;"><b>I can design a 3D form and research famous artists, planning to use wire, foil, ModRoc and clay.</b></p> <p style="text-align: center;">Use these to support:  <a href="#">Giacometti art lesson :: sculpture project for kids - NurtureStore</a>   <a href="#">CGP+ Sculpture Planning</a></p> <p>Research into Alberto Giacometti with a specific focus on his sculptures (<a href="#">Alberto Giacometti   MoMA</a>). Appraise his artwork. How does he convey emotion/action through his sculptures?</p>	<p style="text-align: center;"><b>Session 2</b></p> <p style="text-align: center;"><b>I can design a 3D form, planning to use wire, foil, ModRoc and clay.</b></p> <p style="text-align: center;"><b>I can create sculptures from observation and imagination.</b></p> <p>Explore using foil to recreate sketches from session 1. Children to split up a piece of foil to determine the positioning of each limb for the sculpture.</p>  <p>Use scissors to carefully cut along the marked lines and</p>	<p style="text-align: center;"><b>Session 3</b></p> <p style="text-align: center;"><b>I can create sculptures from observation using wire, foil, modroc and clay and I can use tools effectively and safely.</b></p> <p>Children need to carefully cut 3 lengths of wire (one longer, two shorter) using wire cutters.</p> <p>Taking one of the two shorter pieces of wire, create a loop at one end — this will be the head of the figure, the rest will be the torso.</p> <p>Twist the second, shorter piece of wire around the piece with the loop, just under the loop to create arms.</p> <p>Shape the longest piece of wire into legs — do not worry about feet, unless one of the legs is raised from the floor.</p>	<p style="text-align: center;"><b>Session 4</b></p> <p style="text-align: center;"><b>I can finish sculptures in different ways.</b></p> <p>Once the sculpture is completely dry, add neutral coloured paints to recreate Giacometti's style. Children have used soft bristle paint brushes (round, flat, fan, mop, bright, wash) in a range of sizes previously. Recap with children which brush is best for which technique. <a href="#">This website</a> will help with your subject knowledge.</p>	<p style="text-align: center;"><b>Possible Final Piece of Work</b> (Built upon skill development throughout the term)</p> <p>Choose one of sketches from lesson 1 to create sculpture using foil, wire, modroc and clay.</p> <p style="text-align: center;">Paint clay</p> <p style="text-align: center;">Evaluate</p>

**Whole School Art Planning**

**Aspect: - Sculpture**

**(MTP's linked to specific year group objectives and skill development)**



Sketching task – looking at body positions to convey different actions and emotions. It may help to have children work in pairs – one “strikes a pose” and the other creates a stick-man sketch of the body positions.

then scrunch/pinch each section to create oblong and spherical shapes.

Manipulate these shapes to create the different movements/actions sketched in the previous lesson. Children to use this as a plan for what they want their finished sculpture to look like, giving justifications for why.



Twist the end of the torso around this to attach the legs and torso together.

Manipulate the wire structure to place the arms and legs in the positions of the foil sculptures from the last lesson.

Next, children will carefully wrap and squeeze foil around the wire frame to pad it out and to strengthen areas where the wire is joined. They need to remember not to add too much in order to recreate the elongated style of Giacometti. Children need to leave 1-2cm of wire at the bottom of the legs so that this can be inserted into the clay.

Children will then use small pieces of Modroc to wrap around the tin foil. They must wet the modroc and layer it carefully, smoothing it down as they go to prevent any bumps. Remember not to cover the very bottom wire of the model.

Create the base of the sculpture by using clay cut off wires to get the desired amount of clay. Wedge the clay first (knead it) to remove any air pockets which could cause cracks. Carefully shape this into a 2cm by 2cm cube shape using fettling knives and scraping tools to make angled edges. Stand the Modroc sculpture into the



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		clay by pressing down the wire into it. Leave the sculpture to dry.		
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