

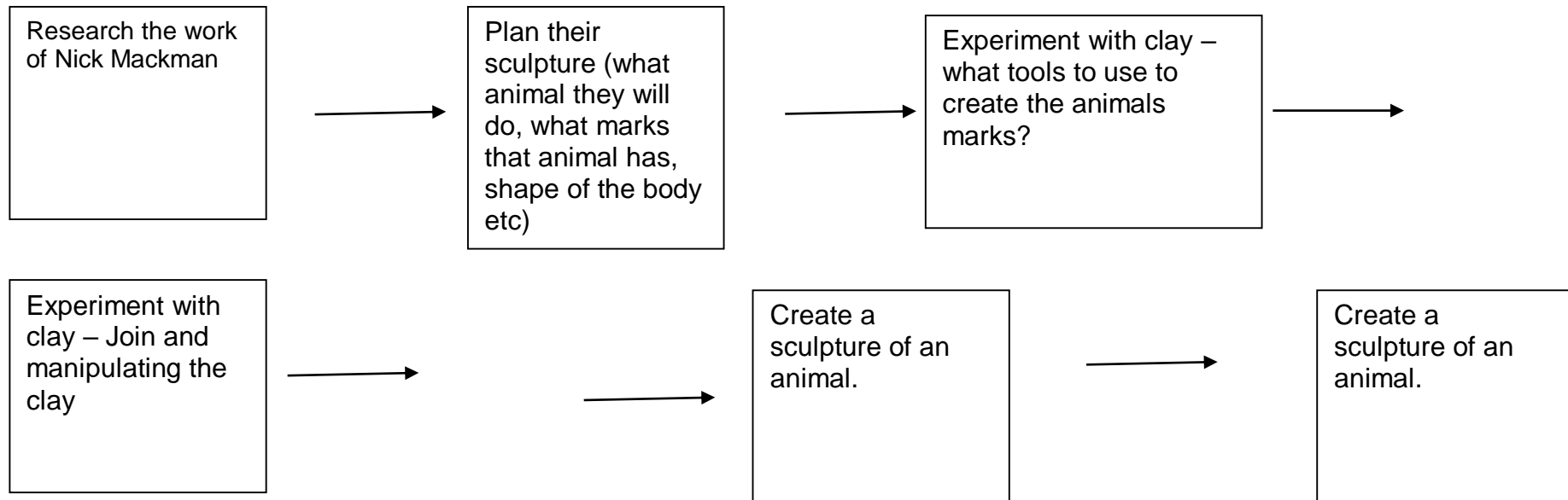
National curriculum:

- Use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines and making links to their own works.
- Evaluate and analyse.

Vocabulary:

Sculpture, line, mark, pattern, Nick Mackman, shape, form, texture, manipulate, differentiate, cross hatching, slip, moulding, experiment, clay, 3D, 2D, detail, like, dislike, techniques, similarities, difference, experiment, tools, prints,

Snapshot overview







Art Medium Term Planning

Year Group: 1

Term:

Topic: Art

	Learning Objective	Input (including key questions and vocabulary)	Differentiation	How will the learning be assessed?
	<p>Nick Cave</p> 	 		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 1</p>	<p>I can explore the work of Nick Mackman and Nick Cave</p>	<p>Remind the children what a sculpture is (from Year 1) – encourage children to think of any sculptures they have seen before. Have some pictures of sculptures to refer to – refer back to year 1 knowledge organisers – Nathan Sawaya and Picasso examples.</p> <p>Introduce Nick Mackman and Nick Cave and discuss how these are two different sculptors – they both use different mediums to sculpt with. Have a variety of pictures of the artwork on tables from Nick Mackman and Nick Cave and ask chn to lap the tables and discuss what they can see and familiarise themselves with the artwork 5mins then feedback as a class.</p> <p>When feeding back as a class – discuss that there are some things that are similar and some things that are different discuss the following – what medium was used, what effect is created, what did you notice about the style, what did you notice about how the artwork is created? Send chn off to answer these questions, taking a deeper look at the artwork. 15 mins</p> <p>Come back and feedback as a class, answering the questions – T to annotate the answers to the questions for the working wall.</p> <p>Ask chn to pick the sculptor they prefer and post it note the picture of your favourite. Ask chn to just look at that artist and choose their favourite sculpture from that artist. Then put the chn into groups based on their favourite piece of art work and discuss as a group why this is their favourite. Chn then to feedback to the class about why this sculpture is their favourite – encourage discussion around medium, style, shape, detail, form</p>	<p>Small group work with an adult for children who struggle to verbalise and describe.</p> <p>Adults to question children to encourage them to talk through the work.</p>	<p>Discussion</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 2</p>	<p>I can explore clay as an artistic medium</p>	<p>Recap the two sculptors we looked at yesterday – what were their names, what style did they use. Refer back to the key questions from yesterday, Refer to key language – medium, shape, form, style, detail</p> <p>Now we are going to have a deeper focus on Nick Mackman</p> <p>Show the chn a ball of clay. Tell the chn that today they will be exploring what this clay feels like, what we can do with it and how we can manipulate it. Let chn know that there are some tools on the table they can use if they want to but they don't have to – the key is for them to explore what the clay is like and what it can do.</p> <p>Chn at tables to have a ball of clay each to explore – encourage them to find out what they can do with it (e.g. roll, squeeze, stretch, squash, flatten, imprint with the tools etc). encourage them to describe how it feels – what is easy to do and what isn't easy to do with the clay? What can you do with the clay? What can't you do? How does it move? How can you change it? TA to take photos of the chn making marks on the clay (e.g. if child has used tool to make lines, scoop the clay etc) and put this on the working wall so chn know how the marks were made – print photo for working wall with description of how this can be made.</p> <p>Bring the class back together and ask the chn to feedback – what did they do with the clay and how did they do it? T to write ideas and observations about clay down on flip chart for working wall (e.g. it can be rolled, squashed etc). If chn used the tools what worked well? What did they use them for? What was effective and why?</p> <p>Ask chn if they know what happens if we leave clay out? Can we change it then?</p> <p>Model how to join together clay e.g. a leg piece and a body piece. Model criss crossing, water and smoothing it down ensuring it is attached. Chn to go off and explore this and try it out themselves.</p>	<p>Lap and facilitate the exploration – encourage chn to find out what the clay can do themselves without too much direction. Pose questions such as – what is easy to do and what isn't easy to do with the clay, what does it feel like, how does it move, how can you change it</p>	<p>Discussion</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 3</p>	<p>I can design a template for a sculpture using line, shade and shape</p>	<p>Recap back to Nick Macman – what were their names, what style did they use. Refer back to the key questions from yesterday, Refer to key language – medium, shape, form, style, detail . Refer to yesterday’s learning – what did we find out about clay? What is it like to use? What can we do with it. – Refer back to the photos taken on the working wall and how the clay was rolled/squashed etc.</p> <p>Nick Macman made sculptures of animals – this is her main focus for her artwork. Before making the sculpture she will draw the animal first to ensure she can capture all of the detail of the shape of the animal, print of the animal, shape and style.</p> <p>Have a selection of animal pictures around the room and on the table so that children can use these for reference for prints and markings.</p> <p>Model drawing an animal of a child’s choice, model ensuring their drawing has the right prints and markings that the animal has. When modelling, remind children about light and dark lines and the pressure that is needed. Model using their pencil to create the marks and lines that the animal has. Refer back to year 1 learning on sketching and drawing – use the knowledge organiser to support discussions about effective pencil use.</p> <p>Children to pick an animal and sketch this into their art books, constantly reminding them to show marks and lines which will help them when they create their sculpture. Ensure chn have sketched the animal 3 times – each time sketch the animal and reflect – what can they do next time to improve –what detail can they add, what lines need adjusting, draw second time and reflect again – why is it better and what next needs to be done to improve it further. Discuss that artists redraft and improve like this to get the best possible outcome. Once completed, reflect and tick the best drawing – chn to then look deeper – are there sections of the drawing that are better in different versions (e.g. are the eyes better in picture one, the nose in picture two etc.) chn to write sentence underneath drawings to explain this. Circle in Red the best features from the drawings so the chn know which drawings they will use to help them with their own sculpture.</p>	<p>Adults to facilitate and lap</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 4</p>	<p>I can experiment with joining and manipulating clay to create an effect using a variety of tools</p>	<p>Recap back to Nick Macman – what were their names, what style did they use. Refer back to the key questions from yesterday, Refer to key language – medium, shape, form, style, detail. Refer to yesterday’s learning – what did we find out about clay? What is it like to use? What can we do with it. – Refer back to the photos taken on the working wall and how the clay was rolled/squashed etc. Refer to yesterday – what animal did you pick, what features did you draw.</p> <p>Model looking at the picture T drew yesterday and getting the clay out. Model focusing in on a particular aspect of the drawing e.g. the eyes or the tiger stripes or the whiskers. Model using the clay and the tools and creating the aspect e.g. the eyes. Model taking a ball of clay and breaking it down in to smaller parts to use for specific features. Model looking at the picture, using the tools on the aspect e.g. eye, re-flattening the clay if it isn’t good enough and try again until happy. Model then taking this small piece of clay and placing it on mood board (piece of card) and annotating what technique/style/tool was used.</p> <p>Chn to go off and look at their drawings from yesterday -what are they key features that they will need to practise on their clay e.g. eyes, nose, stripes etc. and pick the first one and have a go creating their own mood board using their picture from yesterday.</p>	<p>Adults to lap and support as needed</p>	
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Session 5	<p>I can create a sculpture in the style of Nathan Mackman.</p> <p>Longer session so clay sculpture is finished in this session</p>	<p>Remind children of the experimenting techniques used in the last 2 sessions – and tell them they will be creating their sculpture. Give chn 5 mins reflection time to refer back to the mood board and the sketches they made – think about what it is they will be doing and where they need to begin e.g. head/body.</p> <p>Children to have their plan and the pictures from previous lessons and create their animal sculptures – remind children as you go that they need to refer back to mood board and sketches and think about the lines and marks of their chosen animal.</p>	Adults to lap and facilitate and feedback as required.	
Session 6	I can evaluate and analyse my creative work.	<p>Model looking at sculpture and think about what habitat the animal would live in. Model using a3 card and folding it in half so there is a bottom and a back wall. Model creating a background habitat for your animal – drawing and colouring in. Chn to then draw and colour in their habitat for their own animal on card.</p> <p>Have an evaluation afternoon – children to put their sculptures on the table. Children to get a post it and they put their post it on their favourite sculpture – question children as to why they chose their favourite.</p> <p>Children to have an exhibition at the end of the day and invite parents in to look – create a gallery displaying the backgrounds and the clay animals for chn to look at.</p>	Adults to lap and facilitate as required.	

Impact:

To be able to describe 2 similarities and differences between two sculptors (Nick Macman and Nick Cave)

To be able to define and explain what a sculpture is (3D representation of a person or an object)

To be able to use a range of tools to create lines, marks and patterns on clay

To be able to use different techniques to join parts of a clay sculpture.

To be able to create a clay sculpture in the style of Nick Macman