

**Term 5**

**Unit Overview: LKS2 Art**

**Sculpture, Structure and Inventiveness & Determination**

<p><b><u>National Curriculum Links</u></b> Pupils should be taught to</p> <ul style="list-style-type: none"> <li>❖ 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;</li> <li>❖ to create sketch books to record their observations and use them to review and revisit ideas;</li> <li>❖ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay; to know about great artists, architects and designers in history.</li> </ul>	<p><b><u>Aims of pathway</u></b> In this pathway, children explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure, but they also just as importantly, explore how it feels to make art. They will explore how they can appreciate a sense of challenge, and a feeling of trying without fear of failure or “wrong or right”.</p> <p><b><u>Key Concepts</u></b></p> <ul style="list-style-type: none"> <li>❖ That artists can learn from the world around them.</li> <li>❖ That artists can draw parallels with other beings/events to help us understand things about ourselves.</li> <li>❖ That artists take creative risks.</li> <li>❖ That artists try to say new things by manipulating and representing the materials of the world.</li> <li>❖ That we can feel safe enough to take creative risks in our own work.</li> <li>❖ That we can explore materials and ideas feeling free from criticism.</li> <li>❖ That we can express our personality through the art we make.</li> <li>❖ That we can use materials, tools and the ideas in our head to explore line shape, form, balance and structure.</li> <li>❖ That making art can be hard, but that doesn’t mean we aren’t doing it right or aren’t good at it.</li> </ul> <p><b><u>Domains of knowledge:</u></b></p> <p><b><u>Practical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>❖ I can use a variety of drawing materials to make experimental drawings based on observation.</li> </ul> <p><b><u>Theoretical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>❖ I have seen how we can learn about ourselves through art.</li> </ul>	<p><b><u>Unit Outcomes</u></b></p> <ul style="list-style-type: none"> <li>❖ Make a birds nest sculpture using a variety of materials.</li> </ul>
<p><b><u>Substantive Knowledge.</u></b></p> <ul style="list-style-type: none"> <li>❖ Understand that making sculpture can be challenging.</li> <li>❖ Understand it takes a combination of skills, but that we can learn through practise.</li> </ul> <p><b><u>Implicit Knowledge / Skills</u></b></p> <ul style="list-style-type: none"> <li>❖ Practise drawing skills.</li> <li>❖ Make visual notes to record ideas and processes discovered through looking at other artists.</li> <li>❖ Test and experiment with materials.</li> <li>❖ Develop our construction skills, creative thinking and resilience by making sculpture that combines lots of materials.</li> <li>❖ Use tools to help us construct and take creative risks by experimenting to see what happens.</li> </ul>		<p><b><u>Artists</u></b> Marcus Coates</p> <p><b><u>Cross Curricular Opportunities</u></b> <b>Geography:</b> Link with birds and migration via the North and South hemisphere.</p> <p><b>Science:</b> Language to support understanding of materials, habitats.</p> <p><b>PSHE:</b> Supports responsibility to the planet, collaboration, peer discussion.</p> <p><b><u>Receptive Practical Knowledge</u></b></p> <p><b><u>Vocabulary</u></b> Pattern, sensory, playful, mindful, exploratory, point, line, rhythm, shapes, circles, ovals, curves, purpose, decorative, aesthetic, tessellated, design, colour, negative, surface pattern, repeating, composition, juxtaposition, curating, exhibition.</p> <p><b><u>Medium and Materials</u></b> Various drawing materials, construction materials.</p> <p><b><u>Disciplines</u></b> Drawing, Collage, Design.</p>

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	<ul style="list-style-type: none"> <li>❖ I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials.</li> <li>❖ I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don't know exactly what I'm doing.</li> </ul>		
<b><u>Prior learning</u></b>  <u>EYFS: Expressive Art &amp; Design</u> <ul style="list-style-type: none"> <li>❖ Use drawing to represent ideas.</li> <li>❖ Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> </ul> <u>KS1</u> <ul style="list-style-type: none"> <li>❖ Introduced to the idea that sculpture is an art form in three dimensions.</li> <li>❖ <b><u>Basic experience of choosing and constructing with various media.</u></b></li> </ul>	<b><u>Future application of skills</u></b> <ul style="list-style-type: none"> <li>❖ Continue to develop making skills, building increased dexterity and confidence in creative decision making.</li> <li>❖ Continue to build ability to articulate intention, journey and outcome through reflection.</li> </ul>	<b><u>British Values</u></b> <ul style="list-style-type: none"> <li>❖ <u>Democracy</u>: Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer- assessment and encouraging students to support each other.</li> <li>❖ <u>The rule of law</u>: Children follow the classroom rules, including rules for using and tidying equipment safely and correctly.</li> <li>❖ <u>Individual liberty</u>: Children are able to express themselves through art and design.</li> <li>❖ <u>Mutual respect</u>: Children are encouraged to look at art in different cultures and religions -Rangoli patterns, Myan art etc</li> <li>❖ Art through other curriculum subjects respects all opinions</li> </ul> <b><u>Christian Values</u></b> <u>"Courage"</u> , the pioneering French artist Henri Matisse once insisted, "is essential to the artist, who has to look at everything as though he were seeing it for the first time." <u>Respect</u> : Ows, Wows, and Nows Within Art there are many moments where children can pause and consider the wow of their work, the work of others and the natural world.	