

# Unit 1C What is sculpture?

## ABOUT THE UNIT

In this unit children develop their understanding of shape, form, texture and the sensory qualities of materials. They learn about the work of sculptors and about different kinds of sculpture, including those made of natural materials. They also learn skills for arranging materials they have collected to make a relief collage and a sculpture.

## WHERE THE UNIT FITS IN

This unit builds on Unit 2D 'Grouping and changing materials' in the science scheme of work, when children explore materials and objects using appropriate senses, and make observations and simple comparisons.

## WHAT THE UNIT COVERS

Art	Craft	Design	2D	3D	Individual work	Collaborative work
Line	Tone	Colour	Pattern	Texture	Shape	Form Space
Painting	Collage	Textiles	Digital media	Sculpture	Print making	

## VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- natural materials, eg grasses, bark, pebbles, rushes, leaves
- made materials, eg fabric, card, clay tiles, plastic
- reclaimed materials, eg made for one purpose and used again for another purpose
- visual qualities, eg shape, form, colour
- tactile qualities, eg hard, soft, rough, smooth, bumpy, rigid, pliable
- materials and processes, eg sculptor, sculpture, carving, modelling, casting, constructing

## RESOURCES

### For practical work

- natural materials, eg stones, pebbles, small logs, roots, slate, twigs, grasses, leaves, petals, creepers, bark, feathers, ferns, seeds, withies
- made materials, eg card, tubes, straws, wood offcuts, shavings, flexible, transparent and rigid plastic
- materials for collage, eg card base, glue, dyes or paints for colouring
- camera, if possible
- sketchbook, diary or clipboard
- drawing materials, eg soft graphite pencils, fine black pens, pastels

### Suggested examples of art, craft and design

- visits to sculpture in, on, near or in front of local public buildings
- pictures or reproductions of different kinds of sculpture, including:
  - works using materials such as stone, bronze and wood, eg Henry Moore, Barbara Hepworth
  - mobiles, eg Alexander Calder
  - works using found materials, eg Picasso
  - works using natural materials, eg Andy Goldsworthy

## EXPECTATIONS

### At the end of this unit

most children will be able to:

explore ideas about sculpture; investigate and use materials and processes to communicate ideas and meanings in three-dimensional form; comment on similarities and differences between their own and others' work; adapt and improve their own work

some children will not have made so much progress. They will be able to:

represent ideas in three dimensions; describe what they think or feel about their own and others' work

some children will have progressed further. They will be able to:

collect visual and other information for their work; investigate shape, form and texture in materials to create a three-dimensional form; comment on similarities and differences between their own and others' work; adapt and improve their own work

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

### EXPLORING AND DEVELOPING IDEAS

- about the materials and processes used in making sculpture
- Ask the children to explain what 'sculpture' is and what a sculptor does. Ask them if they know what materials are used to make sculptures, *eg stone, wood, metal*.
- Show the children a variety of examples of sculpture to challenge the children's ideas about the materials used. Explore ideas about why the materials are used, *eg long lasting, temporary, to resist weather, to convey ideas about the subject*.
- Show children the work of an artist, craftsperson or designer who works with natural materials. Ask the children why they think these people use natural, fallen or dying materials from the environment. Is it because they love nature? Do they want to attract attention to the beauty of nature without taking anything away? Ask the children how these artists might record their work, *eg in photographs, on film*.

- identify the materials used in sculpture
- make comments about the work, showing understanding of why these materials are used

- Ask the children to identify places in the local area where they could see sculpture, *eg place of worship, town hall, library, park, town square*. It is important that children have the opportunity to experience sculpture 'in the round'. If possible, arrange a visit to see local freestanding sculpture or to a museum or gallery that has sculptures in its collection. Viewing sculpture in relief on buildings would also be valuable.
- Talk about the idea of making art from natural materials and about conserving the natural environment.

- to record from first-hand observation and explore ideas
- Arrange a visit to a park, wood, forest, rocky place, coast or scrubland. Ask the children to work in pairs and to look for 'natural' sculptures, *eg plant, earth or rock formations of any size or scale*.
- Ask them to make sketches and notes and, if possible, take photographs of these sculptures. Ask them to notice: *How is the 'sculpture' arranged? What materials are used? What shaped it? What effect did wind, weather, animals have on it?*
- Ask them to collect a wide variety of natural and made materials. (Children will use these materials to produce a collage and sculpture.)

- record visual and other information

- Talk about how environmental sculptures are created by:
  - weaving grasses or rushes and twigs
  - using thorns to attach plant forms or leaves
  - arranging leaves, rocks, pieces of wood or branches in an interesting or innovative way
  - floating leaves, twigs, petals or seeds on pools, streams or puddles
- Point out how environmental sculptures relate to the natural environment. Talk about the different natural materials and joining methods used in these sculptures.
- When collecting natural materials, ensure that children only collect fallen, dead or dying natural material. Emphasise the importance of not disturbing the area in which they find the materials. When collecting made materials, stress health and safety aspects.

### INVESTIGATING AND MAKING

- to ask and answer questions about the starting points for their work, and develop their ideas
- to investigate the possibilities of a range of materials and processes
- Ask the children to think of their favourite place out of doors, *eg the park, garden, river, canal, seaside*. Ask them to imagine they are there. *What can they see? What can they smell? What can they hear? What colours are around them? What can they touch? What do they feel?*
- Ask the children to create a collage using the materials they collected that shows the shapes, textures and colours of their favourite place. Ask them to choose materials that 'match' their feelings about the textures of the place, *eg soft moss, crisp autumn leaves, rough tree bark*. Glue materials in place on a firm card base. Leave the natural colours of materials where possible and add colour where appropriate.

- identify colours, textures, smells and sounds in the environment and describe their feelings
- describe differences in surfaces and textures
- recreate natural and made materials into a collage

- to try out tools and techniques and apply these to materials and processes
- to review what they and others have done, say what they think and feel about it and what they might change
- Ask the children to make a sculpture for their favourite place using the natural and made materials they collected. Encourage the children to explore ideas that the materials suggest to them. *For example can they 'see' the shape of an animal or fish, the shape or form of a person, or a tree?* Encourage the children to explore different ways of joining the parts of the sculpture, if this is necessary, using simple methods, *eg glue, pins, staples*. Emphasise that their sculpture could be temporary.
- Ask the children to describe what they are making and how they are using materials in their work.

- make a sculpture using natural and made materials
- explain how they are making their sculpture

- Talk about the suitability of materials for different parts of the sculpture. Where appropriate, children could develop the surface, *eg using sand mixed with glue and paint, shavings*.
- Stress that the sculpture does not have to be permanent, but that their ideas and how they put the parts of the sculpture together are important.
- If possible, document children's temporary sculptures in photographs or on video.

### EVALUATING AND DEVELOPING WORK

- to review what they and others have done and say what they think and feel about it
- Encourage the children to identify qualities in their collages and explore the tactile qualities of the surfaces and describe how the surfaces make them feel.
- Encourage them to identify qualities in their sculptures, to look at their work from different angles and to see the form 'all the way round'. Talk about what they find interesting and like about the shapes, forms and textures they have used.

- identify parts that they like and say what they find interesting about the shapes, forms and textures they have created

- Help could include:
  - providing a list of key words and visual aids
  - suggesting how to order what is said
- Ask the children to name the methods and processes they have used in their work, using the key words to help them describe what they did.

- to identify what they might develop in their future work
- Ask the children to suggest what they might improve in their next work.

- identify what they would like to develop in future work

## **PRIOR LEARNING**

It is helpful if children have:

- collected materials to use in their work
- recorded from first-hand observation of the environment

## **FUTURE LEARNING**

In Unit 2C 'Can buildings speak?', children work in groups to produce a relief sculpture, using first-hand observation of shape, space and pattern in local buildings as a starting point.

---

## **ADAPTING THE UNIT OF WORK**

Children could:

- create environmental sculpture in the school grounds or in the local area.
- work with a 'sculptor in residence' to develop a sculpture trail. This could be linked with Unit 8 'Improving the environment' in the geography scheme of work