

Unit 3C Can we change places?

ABOUT THE UNIT

In this unit children explore sculpture in public buildings and spaces. They explore and use shape, form, colour and pattern to make a maquette or model of a sculpture for a site in the school or the local area. They compare the ideas, methods and approaches used in the work of different sculptors.

WHERE THE UNIT FITS IN

This unit builds on Unit 2C 'Can buildings speak?'. It links with Unit 8 'Improving the environment' in the geography scheme of work. It also builds on Unit 3A 'Packaging' in the design and technology scheme of work, where children measure, mark out, cut and score and assemble a 3D shape and learn how to strengthen structures.

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:

- public and private buildings and spaces, *eg architecture, architect, town planner, environment, enhance, detract, viewpoint*
- sculpture, *eg maquette, sculptor, designer*
- personal and public opinion

RESOURCES

For practical work

- drawing materials
- materials suitable for making a small-scale sculpture (maquette), *eg card boxes, cartons, paper plates, cups, card tubes, wood batons, balsa wood*
- papier mâché for modelling
- joining materials, *eg sticky tape, double-sided sticky pads, glue*
- access to public spaces, *eg school grounds, parks, gardens*
- if possible, a camera or digital camera

Suggested examples of art, craft and design

- pictures, illustrations, maps and plans of different types of location
- examples of the work of sculptors who use 'found' materials in their work, *eg Picasso, Louise Nevelson, Tony Cragg*
- photographs of sculpture in the environment, *eg 'Angel of the North' by Antony Gormley*

EXPECTATIONS

At the end of this unit

most children will be able to:

explore how shape, form and space, and colour and texture can be used to create a maquette; collect and record visual and other information about a specific location; compare and comment on ideas, methods and approaches used in their own and others' work

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

collect and record visual and other information about their location; create a maquette; identify similarities and differences in their own and others' work

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

explore ideas about how to improve a public space; select relevant information, choosing and experimenting with ideas, methods and approaches to create a maquette for a specific location; compare and comment on ideas, methods and approaches used in their own and others' work

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

EXPLORING AND DEVELOPING IDEAS

- to question and make thoughtful observations about why and how sculptors and others work to improve the quality of an environment

- Discuss what 'environment' means and how where we live, work and play affects and influences our lives and feelings. Identify the factors that enhance the quality of an environment, *eg light, cleanliness, peacefulness, visually interesting and pleasing objects*, or those that detract from the quality, *eg poor light, litter, noise and other pollution, a dirty or abused place*.
- Ask children to find an example of how art and design has changed and improved a space at home, in school or in the local area. Talk about the kinds of work that might be involved in improving the local area, *eg town planning, designing buildings and public spaces, improving the look of the landscape, commissioning a sculpture for the town centre*.

- identify ways in which the environment influences our lives and how we feel
- suggest how art has been used to improve a place

- Show a variety of examples of public sculpture, *eg Antony Gormley's 'Angel of the North'*. If possible, include examples of local public sculpture.
- This unit could be related to the world of work. Invite a member of the local town planning department to talk to the children about their work.

- to record from first-hand observation and collect visual and other information to help them develop their ideas, including using a sketchbook

- Choose a nearby area, *eg playground, garden*, and talk about its design and purpose. Ask the children to systematically collect visual and other information, *eg observational drawings, rubbings and photographs of shapes, colours and patterns, people's comments about how the area is used and what they think and feel about it*.

- build up a portfolio or sketchbook of visual and other information

- Organise the children into pairs and ask each pair to study a small part of the area. Then share the information from each group to enable the class to build up a picture of the whole area.

- to explore ideas for a site-specific sculpture

- Discuss ideas for designs for a sculpture for the chosen area. Consider how a sculpture would improve the site or place.
- Group children into small teams to develop their ideas for a design. Ask the children to base their designs on the features of the chosen area. Use 'brainstorming techniques' and encourage the children to consider both radical and conventional ideas.

- develop their ideas for a sculpture for the chosen site

- Encourage children to think about the possibilities of using reclaimed and recycled materials in their creative work. Encourage them to experiment and value new ideas.

INVESTIGATING AND MAKING

- to investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of their work

- Ask the children to work in their groups to build a small-scale version of their sculpture – a maquette.
- Ask them to experiment with ways of assembling and combining materials to show the relationships of shapes, forms and spaces in the sculpture. Use papier mâché to develop and refine the shapes and forms of the sculpture, if appropriate.

- explore the visual and tactile qualities of found materials and objects
- experiment with and make imaginative use of materials and objects

- Some children may be able to make a simple 'armature' for their sculpture by:
 - using wire to create the basic shapes of the sculpture
 - stapling the wire to a wooden base for stability
 - using paper strips or Modroc as a bandage to fill in the shapes and spaces and create forms

- to develop their control of tools and techniques

- Help the children with fixing and joining techniques. Encourage them to investigate new ways of fixing and joining materials to realise their ideas, *eg tying, weaving, glueing*.
- Ask the children to consider whether surfaces need painting or treating to emphasise shape, colour and texture.
- Encourage the children to check their work at each stage and decide how to adapt it.

- investigate and use appropriate ways of fixing and joining to create an assemblage that suits their intention

EVALUATING AND DEVELOPING WORK

- to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- to adapt their work according to their own and others' views

- Create a mock-up of the proposed site, *eg create a box diorama*, and put the sculpture within the 'setting'. Ask the children to talk about their work. *How does the sculpture 'fit' with its location? Who made the decisions? How did they collaborate with others to make things better? Does the sculpture improve the site? If so, how?*
- Use group and class discussion and interviews with children from other classes to gauge 'public opinion' about the ideas and to help the children evaluate their work.

- compare and comment on their own and others' work
- take account of others' views to help them improve their work

- Alternatively, use ICT to 'locate' the sculpture in virtual reality. Take a photograph of the maquettes and a photograph of the proposed site. Scan the images into the computer. Use software to manipulate the images to 'locate' the sculpture in the chosen location.

PRIOR LEARNING

It is helpful if children have:

- made drawings from observation of the environment
- used three-dimensional materials and techniques
- looked at examples of sculptures to help them develop their own ideas
- looked at art in public spaces and thought about how it makes them feel about a place

FUTURE LEARNING

In Unit 4B 'Take a seat', children develop imaginative designs for a chair and construct a three-dimensional model of a chair, using a range of materials.

ADAPTING THE UNIT OF WORK

Children could:

- develop a sculpture and use ICT to incorporate simple effects such as flashing lights and simple movements
- create a sculpture that will be attractive to younger children and could be used as playground equipment linking with work in design and technology
- explore what is inside and what is outside a window, *eg their classroom window*. Create a day card or papier mâché relief. Link with Unit 2I 'How can we improve the area we can see from our window?' in the geography scheme of work

