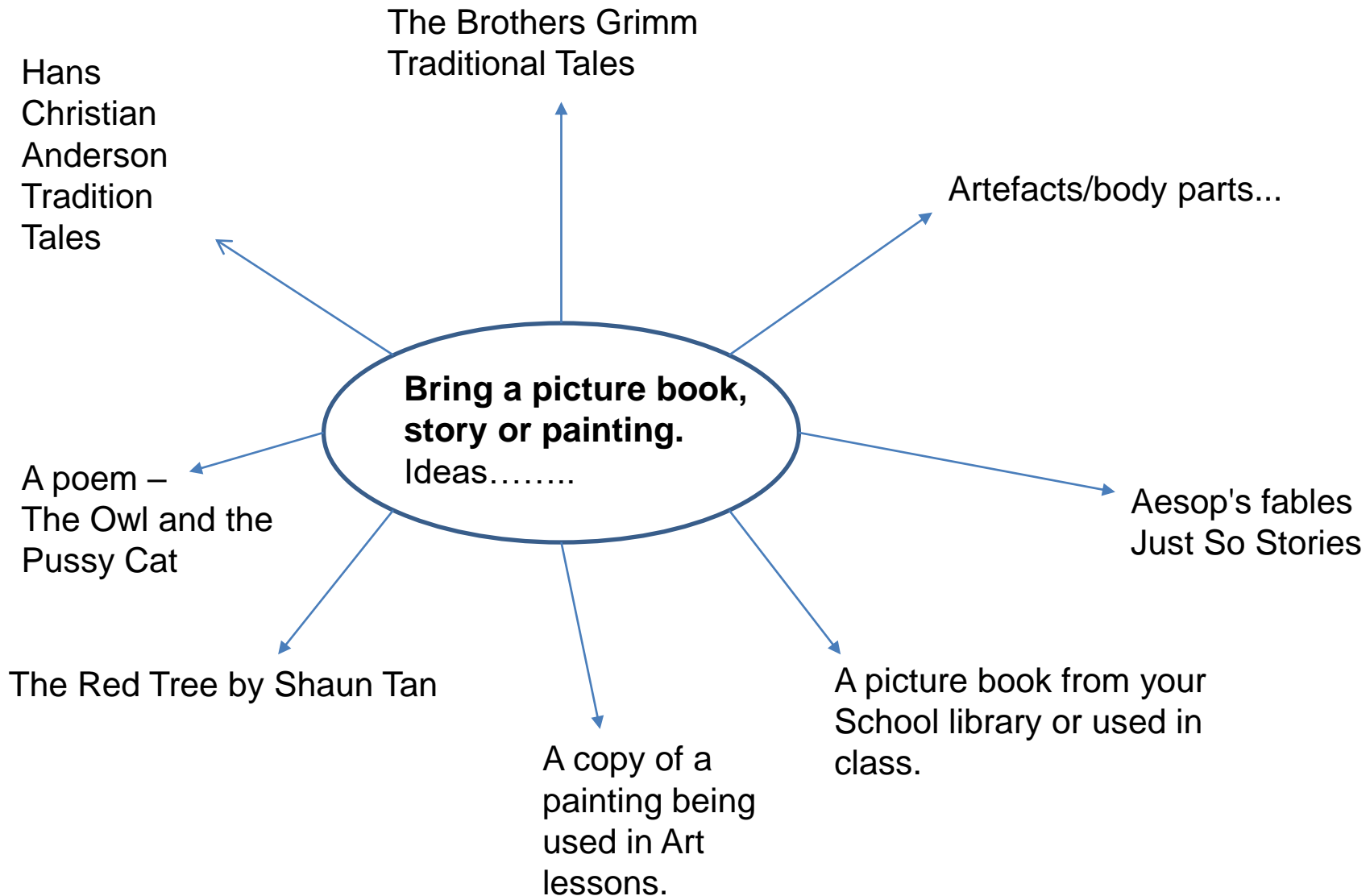


Sculptural Journeys

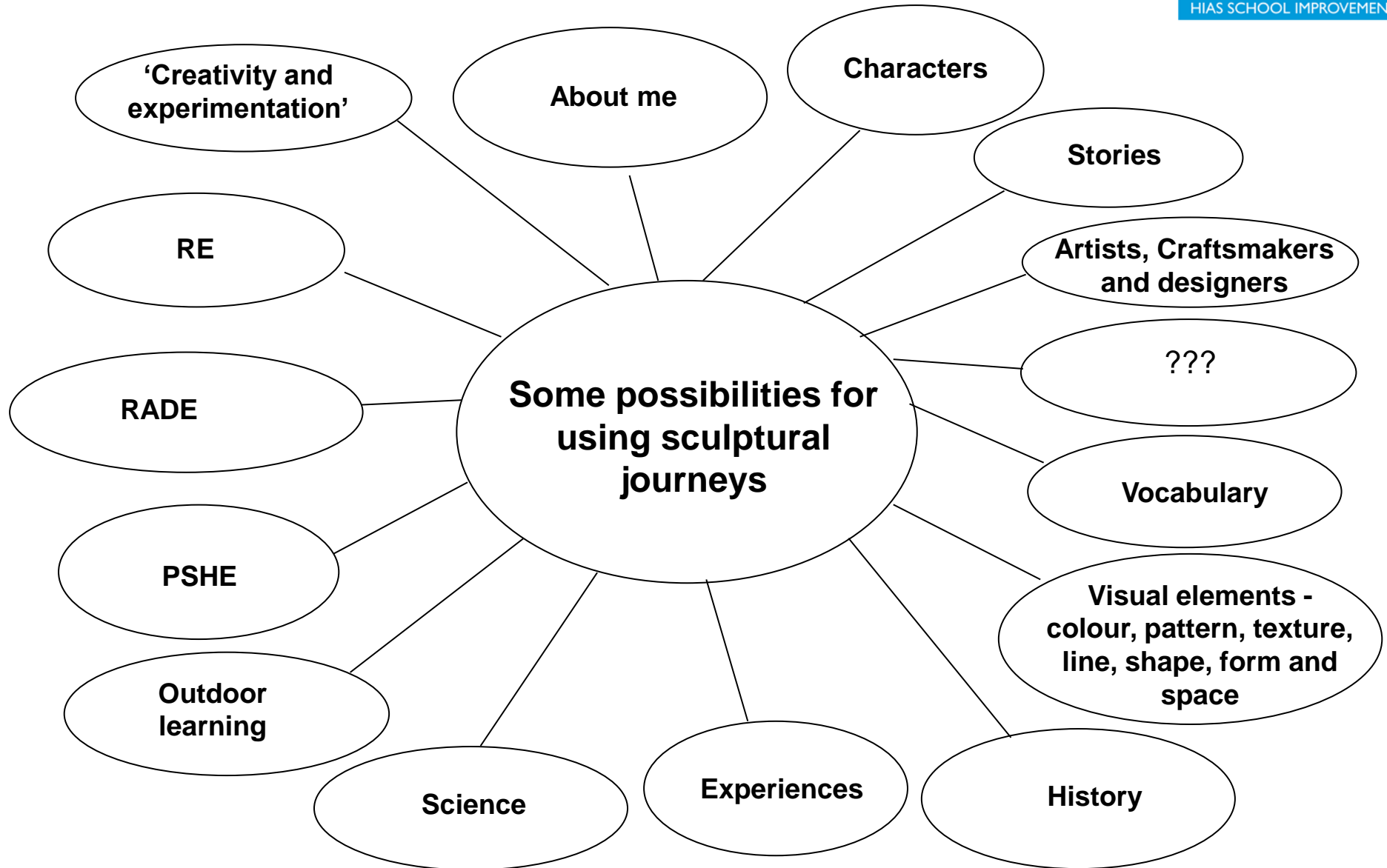


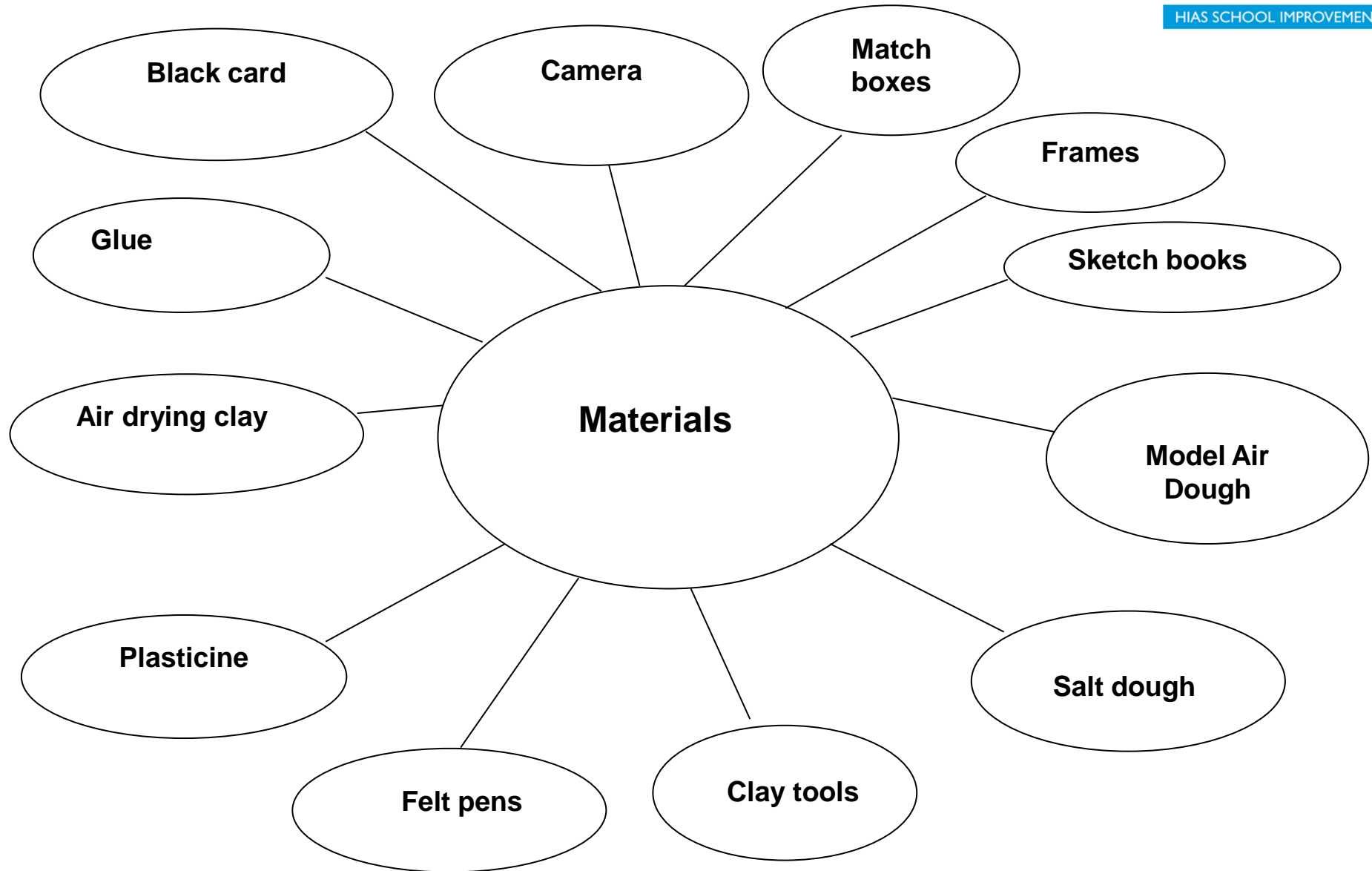
Singing Bones: Grimms Fairy Tales by Shaun Tan

Jayne Stillman
Spring 2018
Final version



.....**Or something similar to respond to.**





What this session will cover:

- Consider modelling techniques.
- Develop inspirational ideas to support art topics that use ideas responding to stories.
- Develop ideas for responding to the National Curriculum for Art and an appreciation of the requirements and progression associated with sculpture.

Learning Objective/enquiry

How can I develop my techniques of working using malleable materials to create my own sculptures?

Shaun Tan

Born: 1974

Nationality: Australian

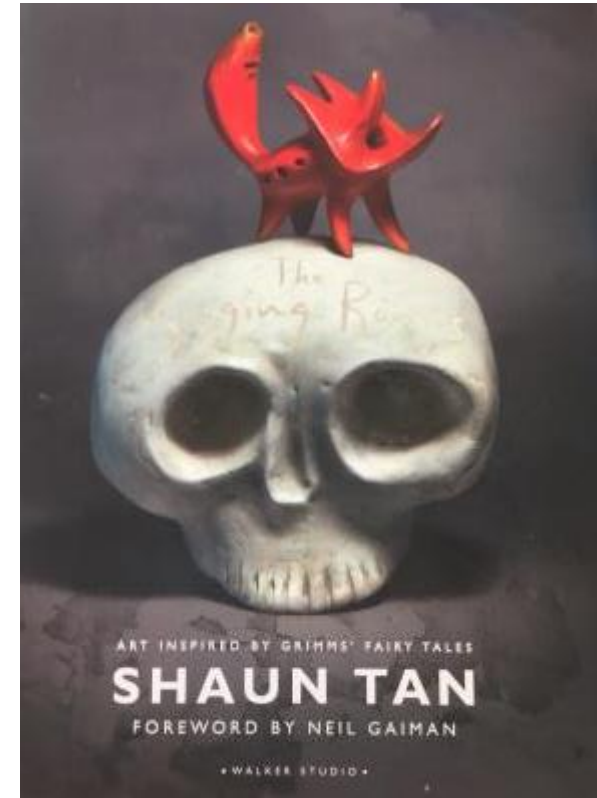
His work: Artist, writer and film maker.

His works: In school he was known as a 'good drawer'. He went to university and studied Fine Art and English Literature. Has worked on WALL-E (PIXR film).

Books: The arrival, The Red Tree (KS2), Eric, Animated Short Film: The lost thing

Theatre production: Some of his books.

Website: www.shauntan.net



Singing Bones

Singing Bones



TASK 1

Can you create your own singing bones?



Shaun Tan was inspired by the Inuit stone carvings and Columbian clay figures on a visit to Canada and Mexico.
Air drying clay, acrylic and shoe polish.

Foundation Stage

- Manipulate materials to achieve a planned effect.
- Use simple tools and techniques competently and appropriately.
- Explore materials experimenting with colour, design and texture.

The National Curriculum

Aims:

Produce creative work exploring their ideas and recording their experiences.

Become proficient in drawing and painting techniques.

Evaluate and analyse creative works using the language of art, craft and design.

Know about great artists, craftsmakers and designers and understand the historical and cultural development of their art forms.

Programme of study

Key Stage 1

To use a range of materials creatively.

To use drawing to 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.

Learn about the work of a range of artists, craftsmakers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.

Key Stage 2

To develop, control and use of materials with creativity and experimentation.

To create sketchbooks to record their observations and use them to review and revisit their ideas.

To improve their mastery of drawing and painting with a wide range of materials.

To be taught about great artists, architects and designers in history.



Betty Woodman



Tony Cragg (pots)



Picasso - chicken and goat

Sculptors



Anthony Gormley's Warriors of Iminster



Henry Moore
Maquettes

Progression of skills for sculpture

EY/FS

- Mould and create simple shapes with malleable material, eg dough.
- Use simple tools to cut shape and impress patterns and textures into a range of materials.
- Develop language to describe structures achieved.

KS1

Year 1/2

- Mould malleable materials, eg dough or clay to create shapes that can be combined to make objects.
- Use a wider range of simple tools to cut shape and press patterns and textures in a range of materials.

KS2

Year 3/4

- Mould malleable materials, eg clay to create objects and people from a range of component shapes.
- Use simple techniques for building and joining clay.
- Use a wide range of tools to cut shape and impress.
- Make armatures to support the work.

Year 5/6

- Design and create planned sculptures from single and combined media using different techniques and processes.
- Planning the sculpture to include the materials, the tools and the ways of working, choosing the materials that are appropriate to the subject.

Task 2

Can you respond to your story, picture or painting to represent your ideas.

The Mouse, the bird and the sausage

A mouse, a bird and a sausage lived together in harmony, each responsible for a set task. The bird collects wood, the mouse lights a fire to boil water, and the sausage cooks and seasons their daily soup. One day the bird, disturbed by criticism of their lifestyle by another bird, suggests they all exchange roles. The results are disastrous: the sausage is eaten by the dog while out collecting wood; the mouse drains as he tries to cook the soup and the bird starts an uncontrollable fire and dies trying to put it out.

The Brothers Grimm 1785

IDEA: Pick out words to make a story.

Illustrations



Nikki de Saint Phalle

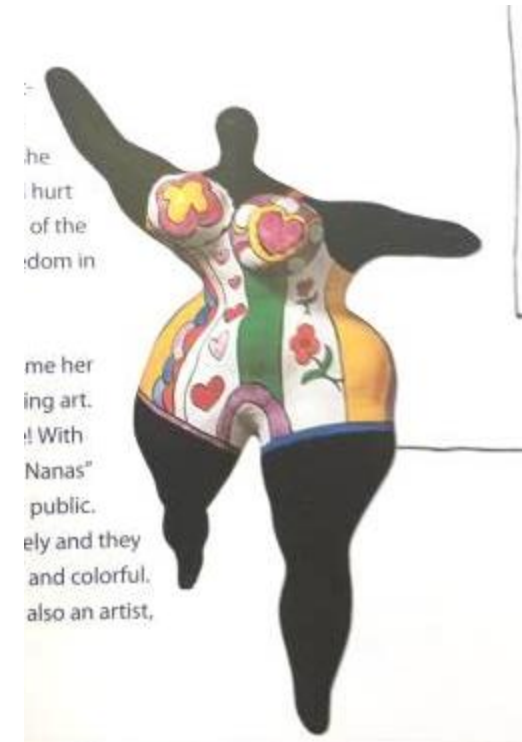
Born: 1930

Died: 2002

Lived in: New York, Paris, Switzerland, Italy and St Diego

Style: Member of Nouveux Realistes

Work: Nanas, Pompidou centre



Bon Appetit 1979

Nikki de Saint Phalle



Picasso painting



Icons... Grayson Perry



A guide for writing

What I have done (description).....

Why I did it (ideas).....

How I did it (materials used).....

If responding to an artist, in what ways (similarities and differences).....

Are you pleased.... why..... if you had more time what would you do?

Success Criteria

I have developed my understanding of responding to and using sculpture and malleable materials.

I can use different techniques of working to create my own response to the work of sculptors.

I can share my understanding by presenting my sculpture.

References

The Singing Bones by Shaun Tan ISBN 978-1-4063-7066-9

13 Sculptures children should know ISBN 978-3-7913-7010-1

13 Women artists children should know ISNN 978-3-7913-4333-4

Art

Jayne Stillman

jayne.stillman@hants.gov.uk

For further details on the full range of services available please contact us using the following email:

htlcdev@hants.gov.uk

Upcoming courses

Keep up-to-date with our learning opportunities for each subject through our Upcoming Course pages linked below. To browse the full catalogue of learning offers, visit our new Learning Zone. Full details of how to access the site to make a booking are provided [here](#).

- [English](#)
- [Maths](#)
- [Science](#)
- [Geography](#)
- [RE](#)
- [History](#)
- [Leadership](#)
- [Computing](#)
- [Art](#)
- [D&T](#)
- [Assessment](#)
- [Support Staff](#)
- [SEN](#)
- [TED](#)
- [MFL](#)