

Marnel Infant School Medium Term Plan Year B

Autumn 1

Art – Basingstoke Amazingstoke

Lesson One

WALT – To understand what a sculpture is.

Objectives	Lesson structure and activities	Key vocabulary and questions	Learning Outcomes Most/some/all will	Resources
<ul style="list-style-type: none">• To identify that art can be 3d as well as 2d.• To ask and answer questions about the starting point for their work.	<p>Share home learning projects that the children have done over the summer holidays (creating 2d/ 3d maps to represent their local area)</p> <ul style="list-style-type: none">• Explain to the children that Art isn't just about painting and drawing but that it comes in many different forms. When we paint, collage and draw we call it 2d art.• Explain to the children that this term they are going to make some 3d art called a sculpture.• Discuss what a sculpture is and using the IWB show pictures of sculptures from famous sculptors. E.g. Auguste Rodin, Henry Moore etc.• <i>Using a variety of different cut out photos of sculptures children to choose one. Using their photo they are then to write down ideas of what the title could be called. You could either get the children to do this as a group on large pieces of sugar paper or working with a response partner. After that bring the children back to the carpet and discuss their ideas.</i>	<p>How did you make your map? Which materials did you use?</p> <p>Was it easy or difficult to make? Why? Why not?</p> <p>What do they like about the sculptures? What do you think the title is of the sculpture? How do you think the sculpture was made? Why do you like it? Why don't you like it? What does it make you think of?</p>	<p>All children will be able to explain what a sculpture is.</p> <p>Most children will be able to recognise that sculptures are 3d.</p> <p>Some children will be able to compare how sculptures are similar and different to 2d art.</p>	<p>Home learning projects from the Summer holidays.</p> <p>(Some children might need to have an opportunity to do this during choosing time if they have not made a project at home)</p> <p>Examples of sculptures via the internet or posters. (See Art manager)</p> <p>6 different photos of sculptures from a variety of sculptors. x6 large pieces of sugar paper.</p>

Lesson Two

WALT – To research images and ideas to base our sculpture on.

Objectives	Lesson structure and activities	Key vocabulary and questions	Learning Outcomes Most/some/all will	Resources
<ul style="list-style-type: none">To ask and answer questions about the starting point for their work.	<ul style="list-style-type: none">Discuss how sculptures are not just from a long time ago. We still have many artists making sculptures even now. One day somebody in our class might even be a famous sculptor!Explain that we have been looking at our local area called Popley and Basingstoke. Did the children know that we have some famous sculptures in Basingstoke? <p><i>Most children will be quite shocked to learn this so it is important that you show them a power point of our local sculptures in and around Basingstoke as this will have strong links with our Geography topic this term.</i></p> <ul style="list-style-type: none">Look at the power point of Basingstoke sculptures and see if the children can identify where any of them are.Explain to the children that when we visit different areas of Basingstoke on our trip we will actually see some of the sculptures in their natural environment. What do they think it will be like to see these sculptures? What will we be able to do when we see them? How will it be different to seeing it on a photo?Discuss (using response partners) which is their favourite sculpture in Basingstoke so far? Why did they like it? <p><i>If possible the Art Manager will try to arrange a visit from a local sculptor at this point.</i></p>	<p>Whereabouts is this sculpture in Basingstoke? Have you seen it before? Where is it? Why do you think people want to look at it? What do you think the title of it is called? Why?</p>	<p>All children will be able to talk about an image of a sculpture.</p> <p>Most children will be able to discuss what they have seen and talk about their preferred one.</p> <p>Some children will be able to give reasons as to why they liked an image.</p>	<p>Power point on local Sculptures (See Art Manager)</p> <p>Art manager to try and arrange a visit from a local sculptor or 6th form student to come in and explain what his/her job is</p>

Lesson Three:**WALT – To draw a design based on the theme of Amazingstoke Basingstoke.**

Objectives	Lesson structure and activities	Key vocabulary and questions	Learning Outcomes Most/some/all will	Resources
<ul style="list-style-type: none"> To represent ideas and feelings to design a sculpture for the theme of Basingstoke. 	<p>This lesson should only take place after you have been out and around Basingstoke.</p> <ul style="list-style-type: none"> Discuss with the children what it was like visiting the local area. Did anyone spot our local sculptures? Explain to the children that Hampshire County Council is having an art competition for a new sculpture in Basingstoke as there is a plot of land that they would like to use for a local sculptor to show off his/her work. Discuss with the children that the title is on the theme “Amazingstoke Basingstoke”. Ask children what sort of ideas the Council would be looking for. Using their sketchbooks and ideas that they have already about sculptures, children to design their own ideas about Amazingstoke Basingstoke. This can be done over 2 lessons if needed as it is important children have a second opportunity for revisiting their designs before they make it. Once children have designed their ideas leave sketchbooks open on the tables and celebrate all the good work that the children have come up with. Discuss what works well and what else might the children need to do to improve it. <p><i>NB: The whole concept of being critical with a piece of work is that you can make it better. Therefore it might be worth having a circle time on this with the children to promote positive criticism rather than the negative.</i></p>	<p>Which sculptures did you see? What did you notice about them? What did you like about the sculptures? Was there anything you didn't like?</p>	<p>All children will be able to draw an idea for their sculpture.</p> <p>Most children will be able to draw an idea based on the theme.</p> <p>Some children will be able to draw an idea based on their theme adding in detail to their drawings if they think it is necessary for their end piece.</p>	<p>Sketch books</p> <p>Letter from the County Council (see Art manager)</p>

Lesson Four WALT – To make a 3d sculpture to represent the theme of “Basingstoke Amazingstoke”

Objectives	Lesson structure and activities	Key vocabulary and questions	Learning Outcomes Most/some/all will	Resources
<ul style="list-style-type: none"> • To use their design and follow it as accurately as possible. • To use model magic correctly to create a 3d model based on the theme of Amazingstoke Basingstoke. 	<p>You will have to decide whether or not you want to do this as a whole class activity or split into groups over the course of the week.</p> <ul style="list-style-type: none"> • The children will need to follow their design to create their sculpture. • The children will have a base piece (card) to work their model on. • Teacher should model to the children how to use the model magic and how it works. <i>This is a no-mess modelling material but has the added advantage that if you make a mistake you can just change it back into a ball again. There is no need for it to get wet and it is an easy material for the children to use.</i> • Children need to create their sculpture using the model magic material. Remembering that they can use smaller pieces of the material to create other patterns and designs. <p><i>Some children will also be able to use the tools more accurately to help make imprints into the material. This might need to be done in a previous lesson if you feel that the children need more opportunity to experiment with these materials.</i></p>	<p>Are you following your design?</p> <p>How are you going to make that shape?</p> <p>What can you add to your sculpture to make it more interesting?</p>	<p>All children will be able to make a sculpture.</p> <p>Most children will be able to make a sculpture including some detail to enhance their work.</p> <p>Some children will be able to enhance their sculpture by adding details of lines and shapes into their work.</p>	<p>X30 (class) bits of A5 card for children to put their model.</p> <p>Model Magic</p> <p>Modelling tools, natural and found objects to imprint shapes into.</p>

Lesson Five WALT – To look at what we have made and say what you think and feel about it.

Objectives	Lesson structure and activities	Key vocabulary and questions	Learning Outcomes Most/some/all will	Resources
<ul style="list-style-type: none"> To review what others have done and say what they think and feel about it. 	<p>Lay out all the sculptures on the table and give children enough time to look at everyone's work.</p> <p><i>Year 1 ~</i></p> <ul style="list-style-type: none"> Give each child a cube and when they walk around encourage them to look out for whether or not the children have followed their design for a sculpture. Children put their cube next to the model that they think has followed their design and has captured the theme of Amazingstoke Basingstoke. You might want a discussion about not choosing their friend at this point! Count out the cubes to see which one(s) the children have chosen, giving the children chance to explain why they chose that piece. Use 2 stars and a wish approach to support the discussion. <p><i>Year 2 ~</i></p> <ul style="list-style-type: none"> Split children into mixed ability groups and decide on a chairperson for each group. Encourage each group, using talk tokens to share their thoughts about other people's work. They need to make sure that everyone has a say and that they are thinking about the themes and the skills that were used. Come back and share what each groups thoughts were. <p>Finally (Yr 1 and Yr2) agree on which sculpture(s) should be sent off to the County council and write a letter (Guided Reading task) about why they think their piece of work should be chosen.</p>	<p>Are you following your design?</p> <p>How are you going to make that shape?</p> <p>What can you add to your sculpture to make it more interesting?</p>	<p>All children will be able to talk about others work to their partner/class.</p> <p>Most children will be able to say what they think and feel about others work.</p> <p>Some children will be able to review the skills of making a sculpture and evaluate their own work in a critical way.</p>	<p>Finished sculptures</p> <p>Sketch books</p> <p>Cubes</p> <p>Photograph of their sculpture.</p>

