




Theme: Sculpture

| National Curriculum | Wk. | NC coverage | Knowledge and Skills | Key Vocab | Activity Outline |
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| <p>Purpose of study: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>Aims The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft | 1&2 | <ul style="list-style-type: none"> • 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. | <p>Year 5 coverage: Use recycled, natural and man-made materials to create sculpture.</p> <p>Year 6 coverage: Create models on a range of scales.</p> | <p>Form</p> <p>Structure</p> <p>Texture</p> <p>Shape</p> | <p>LO: To create a cardboard creation</p> <p>Floorbook lesson</p> <p>In this lesson, children will explore the possibilities of cardboard. Children will utilise our ethos of design through making, working with materials to learn about the properties as they go. As well as improving dexterity skills, children will be encouraged to push the boundaries of imaginative design. Make cardboard worlds related to a topic or give children the opportunity to be inventors.</p> <p>Materials for Construction • Cardboard Boxes / tubes • Flat Card / Cardboard • Egg Boxes • Glue stick • Sellotape • Masking Tape • Scissors • Wire (or floristry wire for younger children) • String / yarn / ribbon / plastic or metal needles • Lolly sticks / matchsticks • Straws • Elastic Bands</p> <p>Materials for Decoration • Pens / thick sharpies • Graphite Pencils • Colouring Crayons • Wax Crayons • Oddments that can be used to make buttons or knobs (corks, buttons, milk bottle lids, metal bottle lids, empty pill packets, egg boxes) • Poster Paint or ready mix • Coloured card / tissue paper for collaging • Pom Poms / Pipe cleaners / Glitter / Sand • Tin foil</p> <p>To begin.... You may want to decide as a class or around tables if there is going to be a theme to the creations. You may aim to create cardboard installations such as rooms in a house, a shop, post office or library, or you may want the children to just explore without a brief or invent their own creations. As a child I would pull out lots of cardboard and tin foil to create alien computers. Provide children</p>  |



makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

Pupils should be taught to 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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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.
- about great artists, architects and designers in history

with lots of different sized boxes, they might want to make life sized ovens or small phones. Lots of shops throw away cardboard boxes so it may be worth checking with them or raiding your cardboard recycling bins – ask parents if they have some boxes they can donate.

Invite children to consider the dimensions of the box and think – pair – share ideas. Have spoken conversations about what they think they can turn the box into. Is the box long and flat? Or a perfect cube? What does the shape remind them of? Is there a pre-existing feature that comes with the box, for example flaps or holes that could be incorporated into the design? Children might have a few boxes that they can stack and build with.



Arrange and rearrange the boxes to see what ideas the exploration triggers. For the next step teachers and teaching assistants may want to help children break apart the boxes

whilst ensuring that the flaps remain functional for turning the inside out and rebuilding. It's okay if there is some damage to boxes as children can just use Sellotape to stick it back together.

Depending upon abilities the teacher and / or the teaching assistant may want to rebuild the boxes so that the plain side is visible on the outside. Children can then paint, draw, stick objects down or collage directly onto the box, decorating it to look like their chosen object. Bear in mind that where Sellotape has been used pens, pencils and water-based paints will rub off. It's also worth noting that working directly onto a built box will work better if working with thicker cardboard, as it'll be sturdier against being lent on with pens and








pencils. Provide children with lots of bits and bobs such as milk bottle lids, corks, buttons, coloured card, yarn, and wire which they can transform into buttons and twisting knobs. Encourage children to get creative with paper or thin card, folding, bending and twisting to add elements that might stick out from the box. They will also need to consider how they might attach these elements to add to the box. Ensure that children are surrounded by a variety of materials so that they can experience the qualities of the materials and make choices according to what works and what doesn't. Here you can see some examples of simpler constructions that will still encourage children to improve dexterity skills by cutting with scissors, arranging, gluing and drawing.

Children who rebuild the box themselves will gain an understanding of nets and constructing using flaps, glue, Sellotape and needle and yarn. (If children use plastic needles, suggest that they make the holes using a sharp pencil.) Remind students that they will need to reverse all the folds so that the box can be rebuilt inside out.





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| | <p>3</p> | <p>• 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.</p> | <p>Year 5 coverage: Use materials other than clay to create a 3D sculpture.</p> <p>Year 6 coverage: Investigate and explore a range of media by overlapping and layering in order to create texture, effect and colour.</p> | <p>Form Structure Texture Shape</p> | <p>LO: To create a cherry blossom sculpture</p> <p>Floorbook lesson</p> <p>You will need: • several twigs and thin tree branches • white and pink tissue paper • white glue (such as PVA) • brown yarn or cotton thread • scissors • shallow bowl for the glue • rubber elastic band • jar or glass to use as a stand Optional • cleaning cloth or baby wipe • piece of spare fabric and a ribbon</p>    <p>1. Begin by choosing some twigs (ones with little branches coming off of them work the best). Gather them together to make them look like a tree. Tie an elastic band around the bottom of the twigs to secure them. Take your yarn or cotton thread and knot it around the twigs where the tree trunk would be.</p> |
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2. Wrap the yarn tightly around the whole of the tree trunk, leaving no gaps. Do this from the bottom all the way up to where the sticks start branching off. When you have finished, tie a knot and cut off any left over thread. Top Tip – You could ask your partner to hold the twigs while you wrap the yarn around them.

3. Place the tree you have just made into the jar or glass you will be using as a stand. Put some glue into the bowl and mix with a little bit of water. Tear the tissue paper into large pieces.




4. Dip the end of each piece of tissue paper in the glue. Then, wrap it around the branches and lightly press it together with your fingers, making blossoms. Top Tip – If you have a cleaning cloth, wet it with water (or use a baby wipe). When your fingers get too sticky, wipe them with the cloth.



5. Continue adding blossoms on all of the branches. Use different amounts of tissue paper to vary the sizes. Remember to leave some parts of the branches bare, like they are on real cherry trees. Top Tip – You can add some white tissue paper on top of a few of the pink blossoms. This will make them slightly different shades and your cherry blossom tree will look more natural.



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| | | | | |  | <p>6. Once you are happy with the blossoms, let them dry. If you want to make the tree and branches stand upright in the jar, you can use some spare fabric. Wrap it around the trunk of your tree and then put the tree back in the jar. You could also tie a ribbon around the jar to brighten it up!</p> |
| 4 | <p>• 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.</p> | <p>Year 5 coverage: Use recycled, natural and man-made materials to create sculpture.</p> <p>Year 6 coverage: Create models on a range of scales.</p> | <p>Form</p> <p>Structure</p> <p>Texture</p> <p>Shape</p> | <p>LO: To build a bird</p> <p>Floorbook lesson</p> <p>Resources: newspaper, masking tape</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Scrunch some paper to make a ball for a head 2. Take a smaller sheet of newspaper and cover the ball with this to make a smooth surface. Secure with masking tape (see the diagram to help you) 3. Use the same principle to create the body. Use much more paper and elongate the scrunched part. 4. Cover with a sheet of paper to make smooth. 5. Attach the head to the body with masking tape. 6. Add details such as a beak, legs and wings according to | | |



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| | | | | <p>observational drawing research.</p> |
| <p>5, 6 & 7</p> | <ul style="list-style-type: none"> 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. about great artists, architects and designers in history | <p>Year 5 coverage: Work in 3 dimensions and on different scales.</p> <p>Year 6 coverage: Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> | <p>Form Structure Texture Shape</p> | <p>LO: Sculpture Project Inspired by Egyptian Wall Painting Floorbook lesson</p> <p>This resource shares a project which explored mould making, casting and painting in the creation of a sculpture inspired by Egyptian wallpainting, in particular Nebamun hunting in the marshes, Nebamun's tomb-chapel, which can be seen in the British Museum, London.</p> <p>This activity is split over 3, 1 hour lessons. Part 1 – Making the mould Part 2 – Base (plaster) Part 3 - Drawing and Painting</p> <p>You will need:</p> <p>Sheets of printing foam; Carton closure tape or other waterproof tape; Pencil; School clay (cheap grey clay, not air-dry clay); Fine casting plaster; Scrim or modroc; Clay tools or nail tools; Board to work on; Watercolours / brushes</p> |



Part 1 – Making the mould

Take one or more sheets of printing foam and, if you are making a larger sculpture, stick them together using the tape.



Turn the printing foam over, and use a pencil to make marks into the soft surface. Take care not to let the pencil perforate the surface. If you are making hieroglyphics then remember to draw them back to front as the final cast will



create a mirror image. You can use a mirror to help you do this, and there are websites which can translate text to hieroglyph.

Leave some areas of the printing foam without marks so that you can paint on these surfaces.

When you are happy with the surface of the mould, you can begin to make the “walls” of the mould. Use wire to cut pieces of clay. Use your hands to shape them into thick sausage shapes.

Add the sausages to the printing foam to make the walls. Press down and make sure the clay is in close contact with the printing foam with no gaps – otherwise the liquid plaster will leak out. As you add more clay, make sure each piece is moulded to the last. Remember that



the weight of the liquid plaster is considerable and that if your clay walls are not solid enough the mould will burst like a dam. So make your walls nice and chunky. Use a clay tool to create texture within the clay walls. This will be cast into your final piece and help it take on an “aged” appearance.



When you have made the clay wall all the way round, do one last check to make sure it is solid and in contact with the printing foam. Have a piece of clay handy so that you can “dam” any leaks when you pour the plaster during the next stage.

Part 2 – Base (plaster)

Mix plaster according to the [guidelines you can find here](#). Pour it slowly into the mould. Press a layer of modroc or scrim onto the surface as extra reinforcement. The plaster should be about 4 or 5cm deep. Leave it to set (approximately 40 minutes).

Tip: If you are leaving the mould between sessions, cover the wet clay / plaster with damp clothes and plastic bags so the clay does not dry out. This will make it easier to remove the clay from the set plaster.





Part 3 - Drawing and Painting

Peel away the wet clay and use a tool to remove the clay from any gaps. Lift the plaster off the printing foam.




Use a pencil to draw directly on the surface of the plaster.



Use watercolour paints to add colour. The plaster will absorb the water very easily (especially if the plaster is dry). Experiment with how dilute you make the paint and how adding layers will change paint effects. You can also use [Sgraffito](#) and scratch back into the plaster to make marks on the surface.





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| | <p align="center">8, 9 & 10</p> | <p>• 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.</p> | <p>Year 5 coverage: Use recycled, natural and man-made materials to create sculpture.</p> <p>Year 6 coverage: Create models on a range of scales.</p> | <p>Form Structure Texture Shape</p> | <p>LO: Dropped Cone Sculptures Sketchbook and Floorbook lesson</p> <p>This process of creating dropped ice cream cone sculptures is inspired by work by sculptor Claes Oldenburg. This is a fun project which aims to introduce children to sculpture and to develop their skills in working in 3D.</p>  <p>Start the activity by discussing sculptural art on a general level – some of the children may have visited galleries and knew what constituted sculpture as art.</p> <p>Talk about the different types of sculptural artworks – look at a selection of artists work from Henry Moore to Alex Calder. You could include any of your favourites or better still - be driven by what the children have experienced. Look at the work of Claes Oldenburg. The scale and playfulness of his sculptural pieces really get the children excited and starting to think big and brave! One particular piece forms the starting point of the project – the upside down ice cream cone, or ‘Dropped Cone’.</p> |
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Using sketchbooks the children are asked to dream up their own upside-down ice cream sculpture and sketch their design with annotations. What flavour? What colour? Decoration? Type of cone? It's really important not to stifle their imaginations – anything goes. Get the children thinking about materials that could be used – cardboard (what kind – it will need to bend into a cone), decorations (how could we make a flake?) Get them thinking about the texture and recycling of materials that they may have at home. Also include some discussions about scale. How large are their sculptures going to be? We worked at about 3 or 4 x life-size but you could go bigger.



What you will need: Cardboard (bendy cardboard like cereal boxes and more rigid cardboard box type cardboard) Ask the children to bring in these items.; Cold water paste or wall paper glue; PVA glue; Newspaper; Masking tape; varnish; String; Paint; Scissors; Stapler; Decorations (again – get the children to bring in from home if possible); Medium-sized stones or lumps of old plasticine.

Making the Cone: Open out the cereal boxes and ask the children to cut out one flat side. They need to manipulate this to be a cone shape. It takes a bit of doing but by keeping one end tightly





rolled and the other end more open a cone shape will gradually emerge. I like to ask them to work in pairs then they can assist each other. Use glue to stick and masking tape to hold the cone in place. (If it comes undone whizz round with a stapler).

Making the ice cream scoops: The ice cream scoops are simply made from newspaper rolled up. Work with single sheets (two or more sheets together tend to spring undone). Crumple up the newspaper into a ball (they need to think about the size of the scoop in relation to the cone). Put a stone or a lump of plasticine in the centre of scoops – this helps to stabilise the final piece giving the upside-down ice cream a low centre of gravity. (you might like to ask the children what could be done to stop the ice cream from falling over to see if they can come up with the idea.) Cover the cone and the scoops with paper mache. Layer small pieces of paper dipped in the cold water paste to cover the structures – encourage slow steady working and trying to keep the paper flat and neat. Encourage children to pick up the parts of the ice cream sculpture as they work and observe it from all angles. This is one of the key differences between 2D and 3D art.



Making melted ice cream: In order that the ice cream looks like it has fallen and melted a bit it's a nice idea to cut out a 'puddle' of ice cream from cardboard. This will form the base of the sculpture and ensure it has stability. Ask the children to draw and cut out a random blob shape onto which they will be glueing their scoops. Once all the elements have been made, the ice cream can be assembled (this could be the start of the second lesson once everything has dried)– glue all parts together using PVA glue. Use masking tape to hold bits together – the tape can be removed once the sculpture is dry.



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| | | | | <p>Painting the ice cream: Don't worry if the ice cream looks messy – it should be – it has fallen! Ask the children to refer back to the sketchbooks and their original design. Some will want to make changes – that's absolutely fine – the design can adapt and grow as the children develop new plans for their artwork. When painting, the children should be thinking about flavours. We talked about how ice cream is made and so we added white to all our colours to give a milky creamy look to our paint colours.</p> <div style="display: flex; justify-content: space-around;">   </div> |
| <p>10, 11 & 12</p> | <p>• 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.</p> | <p>Year 5 coverage: Combine materials and process to design and make 3D art.</p> <p>Year 6 coverage: Create sculpture and constructions with increasing independence.</p> | <p>Form Structure Texture Shape</p> | <p>LO: Make Papier-Mache Planets Floorbook lesson</p> <p>Mix science and art by making these great papier maché planets! Resources: • Lots of Newspaper • white glue • Water • Bowl (for the watery glue) • 1 balloon per planet to be made • Paints and paintbrushes once they are dry • Scissors • Table covers and aprons/old shirts to wear • If you are making a planet with rings, then you will need some cardboard and masking tape too.</p> <ol style="list-style-type: none"> 1. Cover your work surface with newspaper or a protective cover and yourself with an old shirt or an apron – this is going to get messy! 2. In a bowl, mix glue with water so it is the consistency of runny yoghurt. 3. Cut the newspaper into strips roughly around 5cm x 10cm as a |



- guide – they don't need to be accurate.
4. Blow up a balloon to the size that you want your planet and tie the end.
 5. Now cover your balloon in a first layer of papier-mache by dipping a piece of paper into the watery glue mix, wiping off the excess mixture and then laying onto your balloon. Make sure that the pieces of paper overlap and you only put the first two layers on.
 6. Leave to dry
 7. Repeat steps 5 and 6 until you are happy with your planet structure and leave to dry. The more layers you put on, the sturdier your planet will be.
 8. If you are making Saturn or Uranus, you will want to add a ring to your structure. Do this by cutting out a large circle of card the size of the outside of the rings (you can tape smaller pieces together). Now cut a hole in the middle, so that your papier-mache balloon slots inside. Use masking tape to attach the ring to the planet and then cover the ring in two layers of papier-mache. (Don't do too many layers or it will be too heavy.)
 9. When fully dry, use the scissors to cut the tail of the balloon off so it deflates and you can remove it from the middle, leaving your perfect, papier-mache planet.
 10. Paint your planet. You may want to start with a base layer and you may need to do research if you want an accurate representation of a particular planet.





Art and Design MTP – Year 5-6 Spring

Assessment



- ➔ Display this image on the board. Tell the children that today, for their sculpture assessment, they will be creating a 3D form of a human body based on famous sculptor Giacometti.
- ➔ [HTTPS://PIN.IT/4VN3QYOGL](https://pin.it/4VN3QYOGL)

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