



Theme: Sculpture

National Curriculum	Wk.	NC coverage	Knowledge and Skills	Key Vocab	Activity Outline
<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 makers and designers, and 	<p align="center">1</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 3: Join clay adequately and work reasonably independently.</p> <p>Year 4: Plan, design, make and adapt models.</p>	<p>Sculpture</p> <p>Relief Sculpture</p> <p>Abstract</p>	<p>TBQ: What is sculpture?</p> <p>Sketchbook lesson</p> <p>Begin by asking students, "What do you think sculpture is?" Listen to their responses and guide the discussion. Define sculpture as a three-dimensional artwork that can be seen and touched from all sides, made by shaping or combining materials like clay, metal, wood, or stone. Show examples of different types of sculptures, explaining the various materials used (e.g., marble statues, wire sculptures, clay figurines, or abstract forms). Discuss the difference between 2D (flat) art (like paintings) and 3D (sculptures).</p> <p>Types of Sculpture:</p> <p><u>Free-standing sculptures:</u> Sculptures that stand on their own, like statues of people or animals.</p> <p><u>Relief sculptures:</u> Sculptures that are attached to a flat surface and only protrude slightly, like coins or architectural carvings.</p> <p><u>Installation art:</u> Sculptures that take up space in a room or outdoor area, often made from many different materials (e.g., sculpture gardens, temporary art displays).</p> <p><u>Abstract sculptures:</u> Sculptures that don't represent real objects but instead explore shapes and forms.</p> <p>Ask them to sketch a simple idea for a sculpture they would like to create. Encourage them to think about shapes and forms (e.g., animals, abstract shapes, objects). Discuss what materials they might use for their sculptures and whether their design is a free-standing sculpture, relief sculpture, or something else. Distribute materials such as modelling clay, playdough, or other sculpting materials. Show students how to shape and mold the material into basic forms. Demonstrate some basic sculpting techniques like rolling, pinching, or cutting. Students will then create their sculptures based on their sketches. They should aim to shape their sculptures in 3D, thinking about how the shapes will hold up and</p>




<p>understand the historical and cultural development of their art forms.</p> <p>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.</p>					<p>how they will be viewed from all sides. Encourage students to explore different textures, details, and forms in their sculptures. For example, they could add legs, faces, or patterns to their sculptures.</p> <p>Ask students to place their sculptures on display and share their work with the class. Encourage them to talk about: What inspired their sculpture. What techniques they used to create it. Whether it's free-standing or a relief sculpture, or something else.</p>
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 	<p align="center">2</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 3: Cut, make and combine shapes to create recognisable forms.</p> <p>Year 4: Use recycled, natural and manmade materials to create sculptures.</p>	<p>Slicing Shaping Detailing</p>	<p>TBQ: How can I use tealights to sculpt?</p> <p>Floorbook lesson</p> <p>Explain that sculpting involves shaping or carving materials to create three-dimensional objects. Discuss the importance of using the correct tools and techniques for different materials. Introduce the concept of creating decorative sculptures that can hold a tea-light candle. Explain that students will be carving soft materials to make shapes that will not only look interesting but also be functional for holding a candle. Remind students of the safety rules when using carving tools. Emphasise careful handling of sharp or pointed objects, and ensure they understand how to carve slowly and steadily.</p> <p>Provide students with sketch paper and pencils to plan their sculptures. Ask them to design a shape or structure that they can carve to hold a tea-light candle. They can sketch abstract designs, animals, flowers, or simple geometric shapes. Encourage them to think about how the shape will hold the tea-light securely while also being visually interesting.</p> <p>Show students how to start by gently carving away excess material using their tools. Demonstrate basic carving techniques: <u>Slicing</u>: Using a knife to slice off small layers of material for detailed carving. <u>Shaping</u>: Using spoons or lolly sticks to smooth or round out shapes.</p>



					<p><u>Detailing</u>: Using toothpicks or other fine tools to carve intricate designs or add textures.</p> <p>Students will carefully carve and shape their sculptures, making sure they leave a small depression in the top to securely hold the tea-light candle. Once the basic shape is created, students can refine their sculptures, smoothing rough edges and adding small details like patterns, textures, or decorative features using the carving tools. Remind them to test the size of the hole to ensure the tea-light candle fits securely.</p> <p>Ask students to share their designs and describe the process they followed to carve their sculptures. What challenges did they face while sculpting? How did they solve them? If time permits, students can paint their sculptures or decorate them with glitter, stickers, or other materials to add colour and finish. Set up a display where students can place their sculptures, and the class can view the different designs and shapes. Encourage students to light the tea-lights and observe how the candles affect the appearance of their sculptures.</p>
3		<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 3: Cut, make and combine shapes to create recognisable forms.</p> <p>Year 4: Develop skills further in cutting and joining.</p>	<p>Origami Sculpture Three-dimensional (3D)</p>	<p>TBQ: What is origami? Floorbook lesson</p> <p>Begin by discussing what students know about sculptures, paintings, and drawings. Ask: "What makes sculpture different from a painting or drawing?" Sculpture is three-dimensional (3D) and can be viewed from all sides. Paintings and drawings are flat (2D) and are created on surfaces like canvas or paper. Discuss how sculpture can be made from many materials, such as clay, metal, or paper, and can have texture and depth.</p> <p>Introduce the term origami by asking the students if they have seen or tried it before. Encourage them to share what they know about origami. Origami is the Japanese art of paper folding to create sculptures or objects without cutting or gluing. Unpack the meaning of the word "origami": "Ori" means folding, and "kami"</p>



					<p>means paper in Japanese. Show students examples of simple origami sculptures (e.g., cranes, flowers, boats) to inspire them.</p> <p>Introduce students to a simple origami fold, such as creating a paper crane or paper boat. Walk through the steps slowly, explaining each fold. You can show videos or follow a printed guide if available. Highlight the importance of precise folds, as origami relies on exactness to achieve the correct shape. Discuss how even though the final product may seem small, origami can be a form of sculpture, as it creates a 3D shape from a flat sheet of paper. Provide students with square sheets of paper and guide them as they follow along to make their origami sculptures. If time allows, students can create more than one piece, experimenting with different types of origami (e.g., flowers, animals, geometric shapes). Encourage creativity – students can personalize their sculptures by decorating their finished origami pieces with markers or coloured pencils.</p>
4-5		<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 3: Add onto their work to create texture.</p> <p>Year 4: Select colours and materials to create effect, giving reasons for their choices.</p>	<p>Sculpt 3D Viewfinder</p>	<p>TBQ: How can I sculpt an insect hotel? Sketchbook and floorbook lesson</p> <p>In preparation for this lesson, ask children to bring in cardboard boxes, paper tubes etc.</p> <p>In this two-part resource exploring making and drawing, students will have the opportunity to create insect hotels using natural materials sourced from their local area. They will go on to create drawings inspired by their insect hotels, experimenting with different materials and mark-making. This activity can be linked to curriculum topics in science such as mini beasts and habitats.</p> <p>Part One: Making</p> <p>Students will need a selection of natural materials. They can be collected ahead of the lesson or you may want to spend some time at the beginning of the project collecting from a school area or nearby park. There may be an insect hotel in your local area that</p> 



students can visit for inspiration.

Each student will need a frame for their insect hotel. E.g. a cereal bar box, but they can be made waterproof by cutting windows in cartons or plastic bottles. Bear in mind that deep boxes will require more materials to fill them.



For a neater outer finish students can turn their boxes inside out so that any branding or packaging designs are on the inside. The box will need to be carefully taken apart at the flaps so that it can be reconstructed. Every pre-existing fold will need to be bent in the opposite direction and the flaps glued back in place.

Carefully cut out one of the walls to expose the inside of the box.



Students will need to play around with their natural objects, trying to create compact designs that will stay in without glue or Sellotape. Cardboard tubes are great for adding different shapes into the design, or flat card can be built it into different shapes. Use string to hold lots of sticks or twigs together instead of tape or glue. Fill in any left-over gaps by poking in sticks or other left over items to make the design compact.



Part Two: Observational Drawing and Mark Making

The insect hotels will provide lots of different textures perfect for creating drawings led by mark-making. Invite children to draw different sized boxes and shapes in their sketchbooks. Make





viewfinders by cutting out two L-shaped bits of card and place them over their insect hotel. Ask students to play around with the different compositions using viewfinders until happy with the area that they'd like to draw. Start the drawing session by using drawing exercises such as continuous line, backwards and forwards drawings or thoughtful mark-making to settle the class.



			<p>After the more controlled warm up, provide students with a range of different drawings materials so that they can choose how they explore their insect hotels. Encourage children to explore angles and different perspective with their viewfinders so that their sketchbooks are filled with lots of exciting and varied drawings. Provide large sheets of paper too so that children can create big detailed drawings of their hotels after they've worked in sketchbooks testing out materials and mark-making.</p> 
<p>6</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 3: Develop skills in cutting and joining.</p> <p>Year 4: Develop skills further in cutting and joining.</p>	<p>Sculpture Fringe Cone</p> <p>TBQ: What are the paper sculpture techniques? Floorbook lesson</p> <p>Begin by explaining that 3D paper sculpture uses paper as the main material to create art that has height, width, and depth (3D). Unlike flat drawings or paintings, sculptures can be touched, viewed from all angles, and have volume. Discuss how various techniques like rolling, curling, or cutting can transform flat paper into a three-dimensional form.</p> <p>Briefly explain each of the 3D paper sculpture techniques:</p> <p>Roll: Rolling paper tightly into a cylinder shape. Loop: Creating a continuous curve or loop by bending paper. Curl: Gently curling paper using fingers or a tool like a pencil to create soft, rounded shapes. Tabs: Cutting slits along the edge of the paper and folding them up to attach pieces together. Fringe: Cutting narrow strips along the edge of a piece of paper and then spreading them out to create texture.</p> 



					<p>Curled Fringe/Pleated Fringe: Combining fringed paper with curls or pleats for more dynamic effects.</p> <p>Spiral: Cutting a continuous, curved line from a piece of paper and rolling it into a spiral shape.</p> <p>Cone: Rolling paper into a cone shape by overlapping the edges and securing them.</p> <p>Create a 3D large scale class poster to display in the Nectar Room!</p> <p>https://uk.pinterest.com/search/pins/?rs=ac&len=2&q=paper%20sculpture%20techniques&eq=paper%20sculpture&etslf=7056</p>
7-9		<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 3: Cut, make and combine shapes to create recognisable forms.</p> <p>Year 4: Plan and design models.</p>	<p>Shapes</p> <p>Material</p> <p>Sculpt</p>	<p>TBQ: Can I create a treehouse?</p> <p>Floorbook lesson</p> <p>In preparation for this lesson, ask children to bring in cardboard boxes, paper tubes, stones, yoghurt pots etc.</p>  <p>To Begin: Trim off any lower “branches” from the twig so that it has a clear “trunk”. You may prefer to do this before sessions using hack saw or secateur.</p> <p>Ideally you are looking for a twig which has 2 or 3 upper “branches” which can support a platform for the treehouse. Take a plant pot (not too small) or a large yoghurt pot, plus some newspaper. “Plant” the tree. It’s important here that children think about balance. Where does the twig want to fall? There is a sculptural task here which is important, and that’s to lodge the twig in the pot so it doesn’t fall over. Place a small rock/stone(s) in the pot to give it some weight. Scrunch up newspaper pages (or newsprint) and quickly soak each ball of paper in water. Squeeze the water out to make a tight ball of paper. Again, there is a job of work to do here, so encourage children to squeeze as tight as they can. These balls of paper are then used to press into the plant pot around the twig, securing the twig in place so it doesn’t fall over. Get the children to add as many balls as they can – really pushing and poking the wet balls of paper into the</p> 



pot. Continue until the pot is completely full of tight balls of paper, locking the twig in place. If it doesn't stand, you can always take out the balls and start again. Best to get it to balance and stand now to make your work easier later.

Building the Treehouse

Invite pupils to use their imaginations to build their treehouses!
<https://www.accessart.org.uk/talking-points-treehouses/>
 This is an opportunity for pupils to explore how they can manipulate materials and be inventive to build a treehouse which is fun. Show pupils a few simple techniques/approaches and then invite them to make!

Build platforms

Use cardboard to build platforms. These can be any shape. Secure them by making holes through the cardboard for sticks to pass through or for string to be used to tie the platform to twigs.



Make Small Houses



Cut simple circles from coloured card, snip to the centre, fold and stick to make a cone shaped roof. Use a rectangle of card with a door hole cut in it to make a round hut. Secure with tape.

Encourage children to also create stairs, fences, flags, bunting etc.



You might also make: Slides, Rope ladders, Rope walks, Trampolines, Lifts, Bucket Hoists...






	10	<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 3: Add materials to the sculpture to create detail.</p> <p>Year 4: Select colours and materials to create effect, giving reasons for their choices.</p>	<p>Layering</p> <p>Curling</p> <p>Petal</p>	<p>TBQ: How do I create a paper flower?</p> <p>Floorbook lesson</p> <p>Briefly recap what a 3D paper sculpture is (an artwork with height, width, and depth). Discuss how different techniques can be used to create these types of sculptures from paper. Explain to students that today they will create a 3D paper flower sculpture using techniques such as folding, curling, and layering. Show examples of paper flowers (either physical examples or images) to demonstrate how paper can be transformed into delicate, 3D flowers.</p> <p>Teach students how to cut and fold paper into petal shapes. Demonstrate how to: Fold paper to create symmetrical petals. Curl the edges of the petals with a pencil or fingers to add dimension. Layer the petals on top of each other to create a fuller, more realistic flower. Encourage students to experiment with different shapes and sizes of petals to create unique flowers.</p> <p>Once the petals are ready, students can begin assembling their flower. Guide them in: Layering petals from the smallest to largest, gluing or taping each layer into place. Adding a centre to the flower using a small circle of paper, a rolled piece of paper, or even a piece of curled paper to represent the flower's stamen or core. Encouraging the use of curling techniques to add texture to the flower's centre or outer edges.</p> <p>Allow students to decorate their flowers with markers, coloured pencils, or additional paper details such as leaves or stems. Have students place their finished flowers on display. Ask each student to explain their creative process and the techniques they used. Encourage students to discuss how layering and curling created a sense of depth and texture in their flowers.</p>
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	<p>11-12</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 3: Develop skills in cutting and joining.</p> <p>Year 4: Use language appropriate to skill and technique.</p>	<p>Suspension</p> <p>Balancing</p> <p>Assembling</p>	<p>TBQ: Who is Alexander Calder?</p> <p>Floorbook lesson</p> <p>Start by introducing Alexander Calder as an artist known for creating mobiles – sculptures that move or are suspended in the air. Show images or videos of Calder’s famous works, such as his kinetic mobiles and stabiles. Explain that Calder was one of the first artists to create moving sculptures, and his work often responded to the environment (such as wind or touch) and was inspired by nature.</p> <p>https://calder.org/archive/all/works/hanging-mobile/</p> <p>Discuss the concept of a kinetic sculpture: an artwork that involves motion. Unlike traditional sculptures that are fixed, kinetic sculptures move, either through air movement, mechanical systems, or human interaction. Explain how Calder used wire and lightweight materials to create his mobiles, and how his work changed the way people think about sculpture.</p> <p>Students will plan their own mobile or kinetic sculpture, inspired by Calder’s designs. Encourage students to think about how they can balance their pieces using simple shapes like circles, triangles, and other geometric forms. They can draw a quick sketch of their design before proceeding. Discuss how they can use lightweight materials (paper, straws, etc.) for the moving parts and small weights to help balance the mobile.</p> <p>Guide students through the steps to create their kinetic sculpture:</p> <p>Cutting: Have students cut out geometric shapes (circles, triangles, rectangles) from colored paper for the mobile pieces.</p> <p>Assembling: Students will attach their paper shapes to strings, fishing line, or thread, ensuring that they balance properly. You may need to help students punch holes in their shapes to attach the strings.</p> <p>Suspension: Students will use wooden skewers or straws as the framework for their mobile, attaching the strings to create the illusion of movement.</p> <p>Balancing: Emphasize the importance of balancing each part of</p>
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			<p>the mobile. Students can use small weights (like paperclips) to ensure their mobile hangs evenly and can move freely.</p> <p>Once the mobiles are complete, hang them from the ceiling of the Nectar Room. Ask each student to share: The design of their mobile. How they balanced the components to make it move. The inspiration behind their choices (e.g., shapes, colours, materials).</p>
	13		<p align="center">Assessment</p> <p>Students will create a small 3D sculpture using at least three different sculpture techniques they have learned during the term (e.g., rolling, curling, layering, or using materials like paper, cardboard, or wire). The sculpture must be thematic, relating to a subject or theme of their choice (e.g., nature, animals, abstract, etc.).</p> <p>Sketch a design of your sculpture. Consider what techniques you will use to create texture, form, and detail. Identify at least three techniques you plan to use in your sculpture. These could include folding, rolling, layering, curling, or creating a mobile.</p> <p>Using materials provided (paper, cardboard, wire, or other materials), construct your sculpture based on your design. Be sure to include at least three different techniques in your sculpture.</p> <p>After completing your sculpture, write a short reflection (3-5 sentences) about the process: What techniques did you use, and why did you choose them? How did you create balance or texture in your sculpture? What challenges did you face, and how did you solve them?</p> <p>Assessment Criteria:</p> <p>Creativity: How original and thoughtful is the sculpture? Is it well-planned and unique?</p> <p>Technique: Are the techniques used effectively? Are at least three different techniques incorporated into the sculpture?</p> <p>Reflection: How well does the student describe their process, choices, and challenges in creating their sculpture?</p>