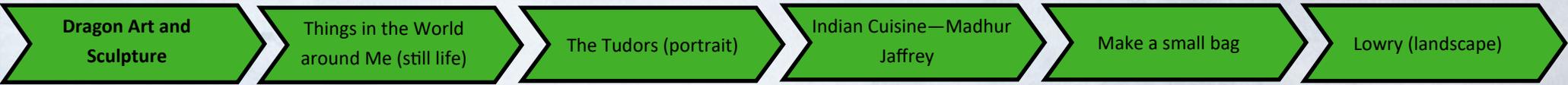


Year: 5	Subject: Art	Unit of Study: Sculpture—Dragons	Linked Literature:
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Vocabulary	
sculpture	The art of making 3D representations by carving, chiselling, casting or modelling
Surrealism	Art about dreams, fantasies and unreal things
Cubism	Art that shows different viewpoints all at the same time
the round	Sculpture that can be viewed from all sides and stands on its own
in relief	Sculpture that is attached to a background and is not designed to be viewed from behind
form	The visible shape or configuration of something
clay	A fine grained Earth that can be moulded when wet and is used to make ceramics
slip	A liquid mixture of clay and water used to help stick or seal joins in clay work
Texture	Feel, appearance, or consistency of a surface
sculptor	An artist who makes sculptures
In proportion	In the correct or appropriate relation to the size, shape or position of other things
scale	Relative size
hollow	Having a hole or empty space inside
pliable	Easily bent or flexible

I need to know:
 Sculpture is a branch of the visual arts. It involves the creation of artistic objects in three-dimensions and is characterised by the action or art of making statues by carving or chiselling (wood or stone), modelling (clay), or casting (melted metal). Size, texture, light and shade, colour and form are important design elements of a sculpted piece. A sculpture may look exactly like a person or object, or may reflect shapes and forms that the sculptor invents, allowing the artist to develop their own style.

Sculpture may be either in **the round** or in **relief**. A sculpture in the round stands on its own. It can be viewed from all sides. A relief is attached to a background, so it is not designed to be viewed from the back. Reliefs often decorate buildings.

Many different materials can be used to create sculptures and many sculptors prefer to use the same materials for the majority of their work. **Clay** has been a sculptor's chief material since ancient times because it is easy to obtain and use. Once people learnt to make **bronze**, metal became a popular choice: they were very strong and long-lasting with good colour and shine. **Wood** is a popular material for carving, being used by the majority of sculptors in Africa and Australia. Due to their ability to resist damage by rain and wind: stone, marble, sandstone, granite and wicker are popular choices for outdoor sculptures. Modern sculptors have begun to explore other materials too, including fabrics, fibreglass, plastics and rubbish.

I need to do:
 Think critically about their art and design work, using appropriate vocabulary
 Use a variety of drawing techniques to add effects
 Create a colour palette, demonstrating mixing techniques
 Use a variety of paint to create visually interesting pieces
 Plan and design a sculpture, using clay and other materials
 Use tools to carve, add shape, texture and pattern
 Develop cutting and joining skills

Prior knowledge/skills:
 Record ideas in sketch books
 Use clay and other malleable materials, beginning to explore joining and cutting
 Cut and combine shapes to make recognisable forms
 Mix some colour effectively and begin to use to add texture to work
 Experiment with line, tone, shadowing
 Make observations and answer questions about their work



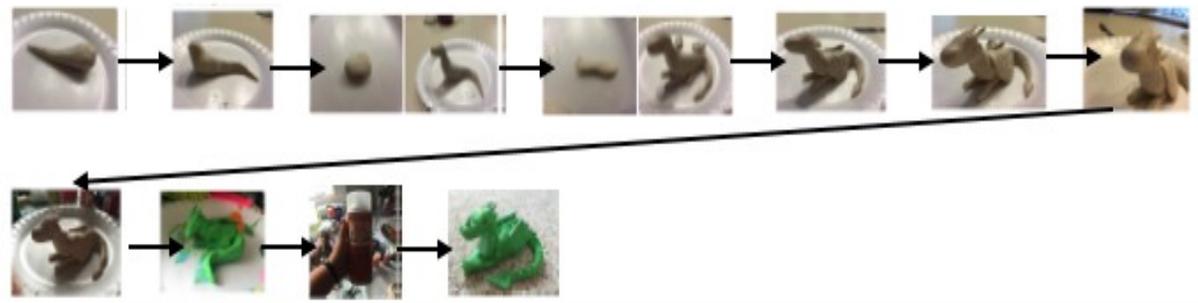
Alberto Giacometti
 Alberto Giacometti was an artist and **sculptor** from Switzerland. He was born on 10th October 1901 and died on the 11th January 1966.

In 1922, he moved to Paris to study alongside some of the most famous sculptors of the time. He enjoyed experimenting with different art styles and colour, such as **surrealism** and **cubism**. Much of his art was centred around fantasies and unreal things or twists on 'normality'. His sculptures were made by having people model for him, including his sister and wife. Initially his work focused on sculpting human heads but over time, Giacometti's style began to change—many getting smaller in size. However, after his marriage in 1949, he started to make larger sculptures and as his pieces got taller, they also got thinner. Giacometti's work continued to focus on the human body.

Although Giacometti produced lots of sculptures, he also drew and painted. Giacometti would draw in pencil in a sketch book to create ideas. He often painted in oil paints, building up layers in strong colours. Like his sculptures, Giacometti's paintings were of heads and bodies. He often painted friends and family members and one of his most well-known paintings is of his brother, Diego (seen here on the right).



How to make a clay dragon



What is sculpture? Who is Alberto Giacometti?	Can sculptures be made out of materials other than clay?	What techniques can be used to add effects to drawings?	How can dragons be sculpted using clay?	How can colour influence the impact of a piece of sculpture?	Evaluation: How did I get on? What have I learnt about sculpture?
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Lesson content and skills	Learning in books	Evaluation
<p>What is sculpture? LO: Can I give detailed observations of art to explain preferences? Can I share key facts about a sculptor (artist)? Powerpoint—an introduction to sculpture and discuss preferences—copy of 2 or 3 different sculpture pictures to write preference. Focus briefly on the work of sculpture Alberto Giacometti Provide picture of him for chn to write key facts around.</p>	<p>Write short comparison to explain preference between 2 or 3 sculptures. Record key facts about Giacometti</p>	
<p>3D sculpture not made of clay LO: Can I use materials other than clay to make a 3D sculpture? Watch the video as a guide for how to create a sculpture based on the work of Giacometti—foil and pipe cleaners https://www.youtube.com/watch?v=NI7RXFpBg38 Chn create their own ‘giant’ / person sculpture inspired by him. Experiment with different sizes—animals etc. Write evaluation. What went well? What could you improve next time? What skills have you used/developed?</p>	<p>Photograph of sculpture Evaluation of work</p>	
<p>What techniques can be used to add effects to drawings ? LO: Can I accurately sketch a Viking dragon (head)? Explain that we are going to be making a dragon sculpture but before we do, we need to plan what it might look like so will be practising our observational drawings of dragons. Use ‘Plan Bee’ presentation to guide session—photocopy resources needed - Chn practise sketching dragons heads using the pictures and task sheets to support. Watch video for step by step guide https://www.youtube.com/watch?v=KRAarF177Y4 (longer) https://www.youtube.com/watch?v=9WqEwTijbk (shorter / easier?) Chn explore shading—using squares/patches before adding texture and/or colour to their dragon as a plan for their sculpture. Discuss design with partner—what impressions does it create?</p>	<p>Dragon drawings Practise shading / texture squares</p>	
<p>Clay dragon sculpture—EXTENDED SESSION LO: Can I create a sculpture out of clay, using techniques to add detail and texture? Look at designs from last lesson—make copies prior to the session to avoid books being damaged. Use ‘Using Clay—techniques’ powerpoint to support the chn in exploring the clay and creating various effects and techniques. Watch https://www.youtube.com/watch?v=EYCuScw7m-Q for an online demonstration idea OR use photocopies of ‘How to make a clay dragon’ instructions. Chn work on their dragon sculpture. Resources: clay, cocktail sticks, rolling pins, blunt knives, slip, foil (to bulk out body—if needed)</p>	<p>Photos at different stages of the process and finished clay dragon</p>	
<p>Painting the clay dragon LO: Can I use a range of colours and techniques to make interesting pieces, mixing colours when necessary? Recap design—focusing on colour. Discuss any amendments that might be needed as a result of the sculpture outcome. What impression of dragons are you trying to create with your choices of colour? How will you make each colour? Will you use different shades/tones? Why? How will you lighten/darken the colour? What size brush will you use? Why? Chn paint their dragon sculptures.</p>	<p>Photos at different stages of the process and finished painted dragon</p>	
<p>What have you learnt about sculpture? LO: Can I evaluate my own work, and the work of others? Can I share what I have learnt about sculpture? What should we be considering when we are evaluating our work? Is it going to be perfect? Consider—what went well; what skills you have used effectively; the techniques you have used/improved; what could you improve; what skills need more practise; are you pleased with the overall outcome; what would you change if you did it again? Give chn time to discuss their thoughts with a partner before completing the evaluation. Place the final pieces of sculpture on desks to create a class gallery and give chn time to explore the sculptures. With consideration for people’s feelings—chn give constructive feedback. (provide number of the sculpture for them to focus on—number the sculptures)</p>	<p>Complete evaluation of work</p>	