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| **Unit of study:** Sculpture drawing- Brian Thomas Jones (Sculptor) and Kandinsky (Artist) | | | | |
| **Cross Curricular Links**: Maths (shape), DT (structures), and Learning for Life (Me and My Relationships). | | | **Art Elements**: Line, shape, colour and form | |
| **Why Wings:** We will display our final pieces in the cloakroom. | | | **Art Form:** Digital media, sculpture, painting and drawing. | |
| **National Curriculum links:**   * 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 understand the historical and cultural development of their art forms. * To use drawing, painting and sculpture to develop and 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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | | | |
| Learning Objective | Progression of skills | Learning Outcome | | Key Knowledge/Skills |
| Can I look at the work of Brian Thomas Jones, make observations and discuss my likes and dislikes?  Can I make comparisons between his work and technique to other artists I have learnt about? | Can I discuss and make written comments using F, OB, TH and CS?  Can I begin to develop an awareness of different art movements through exposure to different artists?  Can I begin to make links to other artist’s works commenting on similarities and differences?  Can I use technical language to describe the art (shaded, light/dark, smudge, collage)? | **Lesson 1:**  Can I Listen to the biography of Jones?  Can I discuss, analyse and make comments about Jones’ work?  Can I identify what I like and dislike about his work?  Can I recite other artists whose work is similar to Jones’ that I have learnt about in previous art lessons?  Can I identify techniques they have used in their work using technical language to describe what I see? | | **Observational skills –** Children will learn to observe and pay attention to details in the artwork. They will identify colours, shapes, lines, textures, and other elements that make up a piece of art.  **Critical thinking skills** - They will learn to evaluate and compare different pieces of art and express their opinions and preferences.  **Develop art history and cultural awareness**- Through studying the artist's work, children will learn about the artistic movement Thomas and Kandinsky follow. They will learn about the impact of their art on society. |
| Can I explore colour, 3D forms and shapes?  Can I create a simple sculpture using different shapes to create light spaces and dark spaces?  Can I use known feelings and emotions to inspire my work and give reasons for the choices I make? | Can I use my personal experiences and develop an awareness of natural and man-made forms to shape and form from direct observation (using both malleable and rigid materials)?  Can I replicate patterns and textures in a 3-D form?  Can I discuss how manipulating materials creates different textures and discuss what texture they create?  Can I create textured collages by overlapping and overlaying materials? | **Lesson 2:**  Can I recall primary and secondary colours and complete a colour wheel?  Can I use different paper, pastels and drawing tools to create 2D shapes and arrange them?  Can I say what a shadow is and why 3D forms have shadows?  **Lesson 3:**  Can I create a sculpture inspired by Brian Thomas Jones?  Can I cut, crimp, fold, bend and twist paper to create light and shade?  Can I work as a team to explore different compositions and make additions and corrections to perfect my sculpture?  Can I use a light source to experiment where the light hits different parts and what shadows are made?  Can I take and print a photograph of my sculpture? | | **Creativity and imagination** – Children will have the opportunity to make decisions about what they want to cover and how they will do it.  **Fine motor skills-** The physical dexterity to manipulate art materials and create smooth circular shapes of different sizes.  **Composition** – Children will make informed decisions about an arrangement of materials to create a desired effect.  **Photography** – Children will place their sculpture in different lighting positions and use iPad to photograph their work and make a decision about which picture they want to use. |
| Can I make informed decisions about what material I want to use?  Can I create a drawing of my sculpture?  Can I use tone to show some shadows? | Can I extend the variety of drawing tools beyond ink and charcoal?  Can I explore different ways to create texture/tone, such as cross-hatching, stippling, and circulism?  Can I make quick sketches to record my initial ideas?  Can I develop a basic knowledge of proportion and composition to aid my observation and drawing of landscapes and anatomy, such as faces and limbs? | **Lesson 4:**  Can I draw my photographed sculpture focusing on line, shape and colour?  Can I accurately draw my sculpture and ensure the shape and size is proportionate?  Can I select primary and secondary coloured pastels to add colour to my drawing?  Can I use different drawing tools to demonstrate where shadows are present on my sculpture? | | **Creativity and imagination** – Children will have the opportunity to make decisions about what they want to cover and how they will do it.  **Fine motor skills**- The physical dexterity to manipulate art materials and create smooth circular shapes of different sizes.  **Composition** – Children will make informed decisions about an arrangement of materials to create a desired effect. |
| Can I evaluate my work? | Can I use technical language to describe the art (shaded, light/dark, smudge, collage)? | **Lesson 5:**  Can I evaluate my work using technical language, describe likes and dislikes and identify strengths and weaknesses?  Can I evaluate my peers work and share feedback? | | **Self-reflection** - Children will evaluate their own artwork, looking for strengths and weaknesses. They will identify what went well and what they would do to improve if they were to do it again. |