

Summer Term Year 4 Sculpture, Structure, Inventiveness and Determination		Topic: Working in 3 Dimensions		Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		
<u>National Curriculum Objectives (KS2):</u> 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:						
<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] • to know about great artists, architects and designers in history. 						
<u>Enquiry Question: Can we demonstrate traits of inventiveness and determination, as well as imagination, when making sculpture?</u>						
Previous Learning: KS1:						
<ul style="list-style-type: none"> • Introduced idea that sculpture is an art form in three dimensions, Introduced notion of Design Through Making and playful making, Basic experience of choosing and constructing with various media. 						
Future Learning (KS2):						
<ul style="list-style-type: none"> • Continue to develop making skills, building increased dexterity and confidence in creative decision making. Continue to build ability to articulate intention, journey and outcome through reflection. 						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1:	How can I learn more about myself through art?	To explore the work of artists who explore parallels between us and other beings.	Pupils will explore artists who draw parallels with other beings (birds) so that we can learn about ourselves. They will engage in peer/class discussion and will	I have seen how we can learn about ourselves through art.	Personality Traits,	That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about

			collect information and reflect in their sketchbooks by making visual notes.			ourselves. That artists take creative risks. They try to say new things by manipulating and representing the materials of the world.
Lesson 2 & 3: Drawing Nests	How can I draw a nest?	To explore how I can use a variety of media to create observed and expressive drawings of nests.	Pupils will create observational and experimental drawings of nests using a variety of media. Through their work they will explore how drawings might be neat or messy as an expression of their personalities. Pupils will test materials in sketchbooks.	<p>I feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials.</p> <p>I can feel okay when I am being challenged by materials and ideas. I can feel okay when I don't know exactly what I'm doing.</p> <p>I can use a variety of drawing materials to make experimental drawings based upon observation.</p> <p>I can see my personality in the work I've made.</p>	Exploration, Inventive, Challenge, Character, Personality,	<p>That we can take creative risks in our own work. That we can explore materials and ideas feeling free from criticism.</p> <p>That we can express our personality through the art we make.</p> <p>That we can use materials, tools, and the ideas in our head to explore line, shape, form, balance, and structure.</p>
Lesson 4 & 5: Making Nests	How can I make a nest?	To explore what it is like to be a bird when building a nest.	Pupils will use their own instinct and intuition to make sculptures of a nest. They will question what it is like to be a bird placing the first tentative twigs in place to build their nest. Pupils will explore	<p>I can construct with a variety of materials to make a sculpture.</p> <p>I can see my personality in the work I've made.</p> <p>I can feel okay when I am being challenged by materials</p>	Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Pliers, Scissors, Glue Guns,	<p>That making art can be hard, but that doesn't mean that we aren't doing it right to aren't good at it. It just means we are doing it.</p> <p>That we can use materials, tools, and</p>

			different materials and construction methods to build inventive nests.	and ideas. I can feel okay when I don't know exactly what I'm doing.	Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk,	the ideas in our head to explore line, shape, form, balance, and structure. That we can express our personality through the art we make.
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Lesson 6: Share, Reflect, Discuss	How can I reflect on my work?	To display the work made through the half term and reflect on the outcomes.	Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.	I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again. I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcome. I can take photographs of my work thinking about presentation, focus and light.	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,	That when we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time.
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Learning Outside of the Classroom?

- Explore local environment for habitats where birds or mammals have impacted upon nature.

Cross Curricular Opportunity:

- **Geography:** Link with birds and migration via the North and South hemisphere.
- **Science:** Language to support understanding of materials, habitats.
- **PSHE:** Supports Responsibility to the planet, Collaboration, Peer Discussion.

Impact/Assessment

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identify any personal challenges preventing meeting “I Can” statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.