



SUBJECT MEDIUM TERM PLANNING – ART

Year Group: Year 1

TERM: Summer1

Theme: Playful Making

National Curriculum:

The national curriculum (KS1) for art and design aims to ensure that all pupils:

- 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.

Pupils in KS1 should be taught:

- to use a range of materials creatively to design and make products
- 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
- 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.

Context:

Children are introduced to what sculpture can be, and invited to explore the work of other sculptors whilst taking a playful and inventive approach to making their own sculptures.

This activity encourages children to start voicing their response to sculptural artworks, including their own, and to give them time and space to explore properties of materials, and what happens when you join one or more materials together to construct new forms.

Vocabulary:

Sculpture
Materials
Media
Construct

Prior Knowledge:

FS2 Summer 1 – Cardboard Creations

Children will explore the possibilities of cardboard. Children will utilise the 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.

Future Knowledge

Year 2 Summer 1 – Be an architect

- That architects design buildings and other structures which relate to our bodies and which enhance our environment.
- That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures.
- That we can use drawing as a way to help us process and understand other people's work.
- That we can use digital tools such as drones and film to inspire us.
- That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus.
- That we can use "Design Through Making" (some call it Make First) as a way to connect our imagination, hands and materials.

End points /by the end of this unit pupils will be able to:

- have explored what we mean by "sculpture" and thought about what I like about different pieces of sculpture.
- to use my sketchbook to make drawings inspired by sculptures I have seen, to help me think about what I like, and to remember what I have seen.
- To use my hands to make small sculptures out of lots of different materials. I can bend, twist, fold, cut and fasten.
- To use my hands to make sculptures without designing first. I can just see what happens if...
- I can discover that sometimes working with materials is hard work – things break or my fingers hurt – but that is all ok!
- I can share my work and listen to what other people like about it.
- I can look at other people's work and sometimes share what I like about it with them.

Crucial Knowledge

- Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.
- Use a combination of two or more materials to make sculpture.
- Work in a playful, exploratory way, responding to a simple brief.

Practical

Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.
Understand the meaning of “Design through Making”

Methods and techniques

Use a combination of two or more materials to make sculpture.

Use construction methods to build.

Work in a playful, exploratory way, responding to a simple brief, using Design through Making.

Media and Materials

Construction Materials (card, paper, wood, wire, string, fabric including recycled and found objects)

Theoretical

Christo and Jeanne Claude (white female and male)

Caitlin r.c Brown and Wayne Garrett (white male and female)

Faith Bebbington (black female)

Dev Harlon

Nicole Dyer

<https://www.accessart.org.uk/talking-points-introduction-to-sculpture/>

Disciplinary

Substantive Knowledge (What)

Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.

Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.

Implicit Knowledge (How)

Reflect upon the artists’ work, and share your response verbally (“I liked...”).

Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”). Art exhibition for peers and parents.

Some children may feel able to share their response about classmates work. Art exhibition and reflect and review week.

Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Introducing sculpture	What is sculpture?	To identify what sculpture can be through discussion and drawing.	Pupils will become familiar with the term 'sculpture'. Pupils will be introduced to the idea that sculptures are made by sculptors. They will be involved in discussion about the work with their peers. Pupils will create drawings inspired by the sculptures that they have seen.	I have explored what we mean by 'sculpture' and I have thought about what I like about different pieces of sculpture. I can use my sketchbook to make drawings inspired by sculptured I have seen, to help me think about what I like, and to remember what I have seen.	Sculpture, Sculptor, Three Dimensions Respond Response	That when we make art in 3 dimensions it is often called sculpture. That I can form and share my opinions about a sculpture.
Lesson 2: Making	How can I manipulate materials?	To explore the qualities of a large range of making materials through open ended prompts.	Pupils will respond to prompts through making and constructing materials. They will demonstrate that they can experiment with materials without having a predefined outcome. Children will find out how they might attach more than one material together to construct	I can use my hands to make small sculptures out of lots of different materials. I can bend, fold, twist, cut and fasten materials together.	Design Through Making, Playful Making, Explore, Construction, Materials, Invent, Imagine	That we can generate ideas through playful exploration. That we can build understanding of the properties of materials through manipulation.

			new forms through trial and error.	<p>I can use my hands to make sculptures without designing first.</p> <p>I can discover that sometimes working with materials is hard work – things break or my fingers hurt – but that’s okay.</p>		
Lesson 3 & 4 & 5:	How can I use materials, tools, and ideas to invent?	To use materials to take creative risks, discover and invent without working towards a predefined outcome.	<p>Pupils will apply what they found out about the properties of materials during lesson 2 and will push their exploration further by responding to the selected brief. Using their imaginations and hands, pupils will manipulate, build and invent sculptures. Sketchbooks will be used to record their findings.</p>	<p>I can bend, fold, twist, cut and fasten materials together.</p> <p>I can use my hands to make sculptures without designing first.</p> <p>I can use my sketchbook to respond to what I have learnt about materials.</p>	Tools, Construct, Structure, Balance	That making sculpture is a partnership between materials, ideas, hands, and tools.
Lesson 6: Share, reflect, discuss	How can I reflect on my sculpture?	To display the work made through the half term and reflect on	Pupils will reflect on their sculptures over the half term, sharing what they	I can share my work and listen to what other people like about it.	Reflect, Share, Discuss	That we can reflect upon our intention when we see out ideas made

		the outcomes.	like and what they would like to try again through peer discussion. Pupils will identify what they learnt about different materials. They may photograph their work and stick photos into their sketchbooks.	I can look at other people's work and sometimes share what I like about it with them.		physical.
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Learning Outside of the Classroom?

- Identify & collect natural materials from the local environment to use in the sculptures.

Cross Curricular Opportunity:

- **Geography:** Adapt the playful making approach to make sculptures of ports and harbours, towns, cities, villages, The Great Wall of China etc.
- **Maths:** Uses language to support understanding of 2D/3D shapes, sequence, measuring, position & direction.
- **Science:** Uses language to support understanding of properties and manipulation of materials.
- **PSHE:** Collaboration, responsibility to the planet.

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.

Monitoring and Assessment (showing how ambitious the curriculum is)

Fluency:

Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.

Understand the meaning of “Design through Making”

Experimentation:

Use a combination of two or more materials to make sculpture.

Use construction methods to build.

Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.

Experimenting with different constructions and building in the creative and construction area of the classroom and outdoors, during free time, Time to talk and learning through play.

Experimentation in their sketchbooks during focussed sketchbook time and during free learning time.

Authenticity:

Discussion with adults and peers during Time to Talk.

Communicate their ideas, thoughts and thinking during the review and reflect weeks and during the art exhibitions.