

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: Art Year Group: Year 3/4		Area of learning: Drawing & Sculpture – Mayan Sculpture – Mayan masks
Links to previous work/Remember when	<p>Sculpture</p> <ul style="list-style-type: none"> • Exploring a wider range of materials, using them to create a planned effect. • Joining simple objects together. • Using a range of modelling materials, squeezing, pinching and rolling them to make familiar or fantasy objects. • Adding colour, pattern and texture to objects. • Working on a larger scale when appropriate. • Showing sufficient control to join and manipulate materials for the purpose intended. • Showing a developing understanding of the qualities of materials used. <p>Drawing</p> <ul style="list-style-type: none"> • Drawing confidently from imagination. • Combine schematic and observational approaches. • Add detail to art work. • Observing and recording the shapes, patterns and textures found in objects. • Working in a combined schematic and observational way with confidence in placing objects. • Using drawing as a starting point for work in other media as well as in its own right. 	
Term	Year 3/4	Key Skills to be taught
Summer 2022 What the children should know at the end of this series of lessons		<p>Sculpture</p> <ul style="list-style-type: none"> • Taking part in extended activities through different stages. • Working independently with a wider range of materials. • Requiring less support when selecting materials and tools. • Using a similar range of materials as at an earlier level but with an increased sensitivity and control. • Use more advanced materials like wire and plaster. <p>Drawing</p> <ul style="list-style-type: none"> • Observing how shape, colour and tone can be used to describe form. • Using observational drawings as opening studies for more developed work. (To be kept in a sketch book) • Using line, tone and texture to represent objects in three dimensions.

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Vocabulary

- ❖ *Model, cut, stick, fold, bend, attach, assemble, structure, construct, statue, stone, shell, wood, metal, sculpture, structure, curve, form, clay, impress, texture, Natural form, two-dimensional, three-dimensional, tiles, brick, slate, wood, stone, metal, texture, bronze, iron, mask.*

Sequence of learning	Objectives and suggested details provided by subject leader.
	NB – Children will need the historical understanding of the Maya and their sculpture before starting this art unit.
1	i). To understand sculpture as a 3d 'picture'. Spend some time using the ppt provided looking at what sculpture is. <i>(The idea here is to help the children understand the variety and types of sculpture that can be made)</i>
2	i). To gain an understanding of what Mayan masks looked like, and the difference between an event mask and a death mask.
3	i). Explore and experiment with clay as a media for sculpting. <i>(Work should include how to cut and shape clay, how to use slip and hatching of the surface of the clay to join two pieces together)</i>
4	i). To design their own event mask or death mask, carefully considering the sculpting process as well as the end colour of the mask once it is completed. <i>(Try to do this in more than one light condition if you can)</i>
5	i). To sculpt the mask using all that has been learnt about clay as a media for sculpting. <i>(You will need to leave time for the background to dry completely before adding in the foreground detail in pastel.)</i>
6	i). To complete the mask adding colour to bring it to life.

Learning Outcome/product

The end of this series of lessons will be a sculpted Mayan Event or Death Mask.



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Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question	
E.g. How successfully have I used the techniques of working with clay in particular to make my own interpretation of a Mayan Event or Death Mask?	