

# Brough Primary School – Curriculum Intention Plan 2023 - 2024



<b>Subject: Art</b> <b>Year Group: Year 5/6 - Cycle B</b>		<b>Area of learning: Drawing and Sculpture</b>	
Links to previous work/Remember when	<b><u>Sculpting experiences in Y3/4</u></b> <ul style="list-style-type: none"> <li>Plan, shape, mould and make constructions from different materials.</li> <li>Show an awareness of how texture, form and shape can be transferred from 2D to 3D.</li> <li>Produce more intricate surface patterns using a range of processes.</li> <li>Adapt work when necessary and explain why.</li> <li>Work independently with a wider range of materials.</li> <li>Require less support when selecting materials and tools.</li> </ul> <p>Using a similar range of materials as at an earlier level but with an increased sensitivity and control.</p>		
<b>Term</b>	<b>Year 5/6</b>	<b>Key Skills to be taught</b>	
<b>Spring 2024</b>	<b><u>Sculpting skills for Y5/6</u></b> <ul style="list-style-type: none"> <li>Understand that a range of media can be selected (due to their properties) for different purposes.</li> <li>Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors.</li> <li>Recognise sculptural forms in the environment and use these as inspiration for their own work.</li> <li>Independently select sculpture as a method of producing work, if this fits the criteria of the task.</li> <li>Make models on a range of scales that communicate observations from the real or natural world.</li> </ul>		
	What the children should know at the end of this series of lessons		

## Vocabulary

*surface, scale, transform, movement, flexible, pliable, hollow, solid, surface, Modroc, position, wire, metal, manipulate*

Sequence of learning	Learning objectives / outcomes	Suggested lesson outline
1	<b>Learning Objective:</b> <i>To explore Alberto Giacometti's life and work, linking his work on portraiture to the precariousness of life in Europe after the second world war.</i>	Research the life story of Giacometti, paying particular attention to his style of sculpture, the media he used and the reasons why he portrayed his subjects in such a way – fragile, elongated figures to represent his true vision of

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	<p><b>Key Knowledge:</b> Giacometti is most famous for his sculpture work. He is best remembered for his figurative work, which helped make the motif of the suffering human figure a popular symbol of post-war trauma.</p>	<p>humanity in the period just after the second world war.</p> <p><a href="https://www.blowingrockmuseum.org/athome/giacometti">https://www.blowingrockmuseum.org/athome/giacometti</a> Scroll down to the first video for info about Giacometti.</p> <p>Powerpoint on Giacometti saved in the Y5/6 folder.</p> <p>Ask the children to design an Albert Giacometti title page in their sketchbook.</p> <p>Include some facts about his life and key information as an artist. Stick in some examples of his artwork.</p>
2	<p><b>Learning Objective:</b> <i>To sketch simple stickmen in different positions to explore Giacometti's use of positioning in his sculptures.</i></p> <p><b>Key Knowledge:</b> Giacometti captured movement in his sculptures of figures. It often looks like people have been frozen in time.</p>	<p><b>Recap:</b> Pencil grades tell you how light/hard and dark/soft a graphite pencil is. You might have noticed that graphite pencils have a H or B grade. The H stands for hard and the B stands for blackness. H pencils are harder and produce lighter lines because they contain more filler and less graphite. Pencils that fall into the B grade, on the other hand, make a darker mark because they're softer and don't contain as much filler.</p> <p><a href="https://www.blowingrockmuseum.org/athome/giacometti">https://www.blowingrockmuseum.org/athome/giacometti</a> Scroll down to the second video. Watch the first part about sketching figures. Children have a go at doing this in their sketchbooks. Experiment with using different pencil grades to see how this affects the drawings.</p> <p>Can the children draw figures doing the following?: running, waving, pointing, walking.</p>
3	<p><b>Learning Objective:</b> <i>To create Giacometti inspired figures using tin foil.</i></p>	<p><b>Recap:</b> Look back at the sketches of the figures you drew in the last lesson. Use them to help you when sculpting the figures into different positions.</p> <p><a href="https://nurturestore.co.uk/giacometti-sculpture-art-project-for-kids">https://nurturestore.co.uk/giacometti-sculpture-art-project-for-kids</a></p> <p>Skip to Step 3 in the video. Children experiment with using the foil to create different Giacometti inspired figures in different positions.</p> <p><a href="https://youtu.be/spU5-cTYY_s">https://youtu.be/spU5-cTYY_s</a></p>

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		<a href="https://youtu.be/4D1C5kwePxU">https://youtu.be/4D1C5kwePxU</a> - may be useful.
4	<b>Learning Objective:</b> <i>To create our own version of a Giacometti figure using wire and Modroc (or clay) to create the Giacometti distinctive style of long elongated portraiture.</i>	<b>Recap:</b> Study and examine the foil models you made last lesson. Which would be most effective to recreate using Modroc / clay?
5	<b>Learning Objective:</b> <i>To share, reflect and discuss.</i>	<i>Please see assessment details below.</i>

## Learning Outcome/product

The outcome of these lessons will be a historical understanding of the portraiture of Alberto Giacometti as well as an understanding of how and why he portrayed the human form as so long, thin and fragile.

This will be demonstrated by a sculpture produced in the style of Giacometti, which the children are able to explain and locate in the history of the second world war. The children should come away from this unit with a good understanding of who Albert Giacometti was and be able to describe his style of art.



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## Assessment:



As part of the new art assessment process, the children display their work on tables / the floor for all to see and gather around. Encourage positive language and a celebration of each other's hard work.

Adult to guide and model how to peer assess - share thoughts on each other's work;

- What do they like about their peer's artwork? "I like Fred's work because..."
- Compare their work to one of Giacometti's pieces. What are the similarities and differences?
- Encourage self reflection: Is there anything you would do differently next time?
- What did you learn from the process of creating a sculpture using foil and then using Modroc? Which material was easier to sculpt with? Why?
- What did you learn / what key information can you remember about Albert Giacometti?