

Summer Term Overview Year 5 and 6 – Art

Sumer Term Book – Mortal Engines

Topic – Sculpture: Create a sculpture to represent the Iron Man	
Assessment:	<p>VIP quizzes to be used as low stakes assessments to check children retention and understanding of lesson content/information.</p> <p>Teacher assessment of final piece against design criteria.</p> <p>Evaluation and rationale of own artwork.</p> <p>Reflection on which skills they found easy/ hard and what they will try to improve going forward.</p> <p>Reflecting on peer’s artwork and offering each other feedback based on the art they have produced (in an’ art gallery’).</p>
Links to prior learning (sequencing) and canon book	<p>Link to canon book Mortal Engines by creating an abstract sculpture using found objects and mechanical components.</p> <p>In KS1 related to the canon book The Man on the Moon, children practised using Papier Mache applied to a surface to create their own planet. In Cycle A KS1 produced a collaborative junk sculpture using cardboard boxes.</p>
Links to other learning (cross fertilisation)	<p>Reading- Link to reading canon novel 'Mortal Engines'.</p> <p>DT – Structures – the sculpture needs to be stable and component parts securely fixed.</p> <p>PSHE – emotions connected to the study of sculpture. How art can impact on wellbeing.</p> <p>Geography – Sculptures are placed in specific locations, often to enhance the surroundings or to create interest.</p> <p>Maths - Shape - Symmetry and balance may also be important in the design.</p> <p>English – antonyms, descriptive vocabulary.</p>
Links to future learning	<p>This will provide a basis for further learning in Key Stage Three.</p> <p>Children will further explore and develop their understanding, skills and ability in sculpture; using a range of techniques and media, including painting. They will further increase their proficiency in the handling of different materials in order to create their sculpture.</p> <p>Children will also be able to further develop their understanding of the history of art, craft, design and architecture, including periods,</p>
Very Important Points (VIPs):	
<ul style="list-style-type: none"> • 'Found materials' refers to objects that have been discarded by other people. • Notable 'junk' artists include: Yuken Teruya, El Anatsui and Michelle Stitzlein. • Shade, tone and texture are techniques that can be applied to make 2D drawings appear 3D. • Hot glue can be used to make a solid or flexible joint and can be pulled to make strings or threads. • Wire can be manipulated to create a shape and can be used as a base from which to expand a sculpture. • Sculptors carefully choose colour for their finished work. • Sculptors evaluate their finished work to understand what they like about their art. This can help them to keep improving. 	
Fat Questions:	
<p>'One man's trash is another man's treasure'. Explore what you think this means.</p> <p>Does a sculpture need to be a permanent object? Explain your reasons.</p> <p>How can art, in particular sculpture, support wellbeing?</p>	

	<p>styles and major movements from ancient times up to the present day.</p> <p><u>Thematic Questions</u></p> <p><u>The World Beyond Us</u> What could be done about 'space junk' orbiting Earth?</p> <p><u>Modern Britain</u> How are sculptures important in developing our modern world? How and why are sculptures important? Consider how sculptures are different and have changed over time.</p> <p><u>Healthy Bodies & Healthy Minds</u> How does looking at sculpture make you feel? Can sculptures convey different emotions? Explain your reasons.</p> <p><u>The World Around Us</u> Is sculpture an art form found in all cultures across the world? Explore the different types of sculptures.</p> <p><u>Culture</u> How can the artwork of other cultures help us to understand them? How can sculpture be found and influence people in all cultures?</p> <p><u>Technology in Action</u> How have different types of technology been used to create sculptures? Is there a link between sculpture and how technology is designed?</p>	
<p>Character/Wider Development ('50 things', cultural capital, skills)</p>	<p>Children could potentially visit an art gallery such as the Hepworth in Wakefield and the Yorkshire Sculpture Park. During these visits, children can analyse and make comparisons to current artists alongside work by Henry Moore, Barbara Hepworth, and other sculptors.</p> <p>Artists visit to school – this would support children's knowledge and understanding of an artist's work and produces / approaches to their work. Children can discuss and develop key skills to apply to their own work in and out of school, influencing their future life and decisions.</p> <p>PSHE link to mental health and wellbeing- how art can support wellbeing. Children can make comparisons and explore how art, in particular sculpture, has developed over time and how this can support people's wellbeing today.</p>	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
<p>Week One To develop a knowledge of great artists and understand the cultural significance of their artwork.</p>	<p>L.O: To explore a range of artists who have created sculpture using found objects.</p>	<p>NC: - pupils should be taught about great artists, architects and designers in history.</p>	<p>Junk, found, discarded, recycled, mechanical, electric, industrial, rusted, sculpt.</p>	<p>GD: Choose and explain three contrasting objects.</p> <p>SEND: Choose two contrasting objects. Children may need the support of MA/HA children with vocabulary/antonyms or have access to a thesaurus.</p>	<p>Children may think that sculptures have to be large, made from materials such as metal or stone.</p>	<p>National Curriculum Sculpture (accessart.org.uk) recommend sculpture should be making, not designing on paper first. <i>Note: The children should have access to a variety of 'junk/found' materials – to be collected in advance, including mechanical parts. If mechanical parts cannot be found, cogs, etc. can be cut from cardboard and painted.</i></p> <p>Complete Reading for Productivity.</p> <p>Explain that today, we will be exploring the work of artists who use 'found materials' to create sculpture. Findings will be used to create our own masterpieces. Look at the three websites on the slides and discuss each as a class, then answer the questions relating to these.</p> <p>Examine sculptures by Tim Noble & Sue Webster – how do they compare? Do not show the children their website as not all of their work is suitable for this age group.</p> <p>Year 5: Choose two contrasting 'junk' materials from a selection. Sketch in Art Books. Describe properties of each, noting antonyms. Consider how objects could be joined to create an abstract sculpture.</p> <p>Year 6: Choose three contrasting 'junk' materials from a selection. Sketch in Art Books. Describe properties of each, noting antonyms.</p>

						<p>Consider how objects could be joined to create an abstract sculpture. Where could they be joined? Using what?</p> <p>Deepen the moment Year 5 – How will our knowledge of the properties of materials help us to decide what to use in our own sculptures?</p> <p>Year 6 - Why do artists transform 'junk' into art?</p>
<p>Week 2 Revisiting sketching techniques to become proficient in drawing.</p>	<p>L.O. To be able to use a range of drawing techniques and skills.</p>	<p>NC: - To create sketch books to record their observations and use them to review and revisit their ideas.</p> <p>- To improve their mastery of art and design techniques, including drawing.</p>	<p>Sculpture, shade, tone, texture, shape, techniques, detail.</p>	<p>GD: To choose a larger, more detailed area.</p> <p>SEND: To choose an area with a minimal level of detail.</p>	<p>Children think that you need different coloured pencils to create a range of tones.</p> <p>Children think that you only need to add a shadow to make something look 3D.</p> <p>Children do not understand the difference between gradient and tone and cannot apply this understanding to their own drawings.</p>	<p>Complete Reading for Productivity.</p> <p>To alter viewfinders to fit images printed.</p> <p>Explain that today, we will be developing our sketching skills to build on our work from the spring term.</p> <p>Revisit sketching techniques, covering shade, tone and texture.</p> <p>Year 5: Children choose a sculpture from the photographs provided and use viewfinders to focus on an area that captures their interest, considering the textures and properties of the materials used in that area. They then sketch a focused view in detail, inside their circle. They should apply their skills and knowledge about shade, tone and texture.</p> <p>Year 6: As above. Note why you chose that particular area. What are the properties and textures of the materials the artist used? How did you recreate these in a 2D sketch?</p> <p>Deepen the moment:</p>

						<p>Year 5 - Explain what techniques you have used to sketch your view.</p> <p>Year 6 - Explain what techniques you have used to sketch your view and what effect they have had.</p>
<p>Week 3 Produce creative work, exploring ideas.</p>	<p>L.O. To explore a range of 'junk' materials and joining techniques.</p>	<p>NC: - to develop their techniques, including control and their use of materials, with creativity and experimentation.</p> <p>- pupils should be taught about great artists, architects and designers in history.</p>	<p>Sculpture, junk, recycle, mechanical, electric, industrial, rusted, sculpt, secure, twist.</p>	<p>GD: To create a small wire sculpture and make strings and threads with glue to attach to their sculpture.</p> <p>SEND: Children could make a shape in pairs to support each other.</p>	<p>Children may think that wires can be joined by taping them end to end – their sculpture will therefore lack strength.</p> <p>Hot glue guns can cause serious burns – children should therefore be supported in the use of these.</p> <p>Stands of glue should not be handled until they have cooled, but before they have solidified.</p>	<p>Complete Reading for Productivity.</p> <p>Explain that today, we will be looking at the work of Alexander Calder and practising joining techniques. Watch the associated video and also the videos on how to use a glue gun safely and how to join wire when making a sculpture (all links on slides).</p> <p>Year 5: Make a shape by joining wire together using overlaps and tape. Practise using wire to join found materials together. Use threads and strings to create a dynamic element (in the style of Alexander Calder) and practise attaching them to your wire shape.</p> <p>Small groups will practise using a hot glue gun safely with support. How can hot glue be used to make strings and threads?</p> <p>Year 6: Make a small sculpture by joining wire together using overlaps and tape. Practise using wire to join found materials together. Use threads and strings to create a dynamic element (in the style of Alexander Calder) and practise attaching them to your wire shape.</p>

						<p>Small groups will practise using a hot glue gun safely with support. How can hot glue be used to make strings and threads?</p> <p><u>Deepen the moment:</u></p> <p>Year 5 - Explain which techniques you have used were the most effective.</p> <p>Year 6 - Explain what techniques you have used to create your small wire sculpture and what effect they have had.</p>
<p>Week 4 Become proficient in sculpture.</p>	<p>LO: To create an abstract sculpture using found objects and mechanical components.</p>	<p>N.C.</p> <ul style="list-style-type: none"> - to develop their techniques, including control and their use of materials, with creativity and experimentation. - to improve their mastery of art and design techniques, including sculpture with a range of materials. 	<p>Sculpture, junk, recycle, mechanical, electric, industrial, rusted, sculpt, secure, twist.</p>	<p><u>GD:</u> To make strings and threads with glue to attach to their sculpture.</p> <p><u>SEND:</u> Children could work in pairs to support each other.</p>	<p>Children may think that wires can be joined by taping them end to end – their sculpture will therefore lack strength.</p> <p>Hot glue guns can cause serious burns – children should therefore be supported in the use of these.</p> <p>Stands of glue should not be handled until they have cooled, but before they have solidified. Mechanical elements may be sharp – to take extra care when handling these.</p>	<p>Complete Reading for Productivity.</p> <p>Explain that today, children will use the techniques that they have learnt in previous lessons to join found materials to create their own abstract mechanical sculpture (over next three lessons).</p> <p>Revisit the wire and glue videos if necessary and discuss safety precautions.</p> <p>Look at and discuss the examples of the abstract sculptures on the slides, as a class.</p> <p>Year 5/6: Using the skills you have practised, and inspiration gained from the study of various artists, begin to create your own sculpture. You will also have the following two lessons to do this, so take your time and demonstrate an attention to detail!</p>

						<p><i>The creative process should be adequately supervised with a focus on the use of the hot glue gun.</i></p> <p><u>Deepen the moment:</u></p> <p>Year 5 - Explain which techniques you have used so far, that were the most effective. Note what you will add to your sculpture in the next lesson to improve it.</p> <p>Year 6 - Explain what techniques you have used so far, that were the most effective and what effect they have had. Note what you will add to your sculpture in the next lesson to improve the overall aesthetic and aim.</p>
<p>Week 5 Become proficient in sculpture.</p>	<p>LO: To create an abstract sculpture using found objects and mechanical components.</p>	<p>N.C. - to develop their techniques, including control and their use of materials, with creativity and experimentation.</p> <p>- to improve their mastery of art and design techniques, including sculpture with a range of materials.</p>	<p>Sculpture, junk, recycle, mechanical, electric, industrial, rusted, sculpt, secure, twist.</p>	<p><u>GD:</u> To make strings and threads with glue to attach to their sculpture.</p> <p><u>SEND:</u> Children could work in pairs to support each other.</p>	<p>Hot glue guns can cause serious burns – children should therefore be supported in the use of these.</p> <p>Stands of glue should not be handled until they have cooled, but before they have solidified. Mechanical elements may be sharp – to take extra care when handling these.</p>	<p>Complete Reading for Productivity.</p> <p>Revisit slides as necessary to recap on previous learning.</p> <p>Time-pair-share: discuss improvements to be made over next two lessons.</p> <p>Year 5/6: Continue to create sculptures. Revisit the wire and glue videos if necessary.</p> <p>Deepen the moment Y5/6 - Which artists have inspired you? Why? Note what you will add to your sculpture in the final lesson to improve it.</p>
<p>Week 6 Become proficient in sculpture.</p>	<p>LO: To create an abstract sculpture using found objects</p>	<p>N.C. - to develop their techniques, including control and their use of</p>	<p>Sculpture, junk, recycle, mechanical, electric, industrial,</p>	<p><u>GD:</u> To make strings and threads with glue to attach to their sculpture.</p>	<p>Hot glue guns can cause serious burns – children should therefore be</p>	<p>Complete Reading for Productivity.</p> <p>Revisit slides as necessary to recap on previous learning.</p>

	and mechanical components.	materials, with creativity and experimentation. - to improve their mastery of art and design techniques, including sculpture with a range of materials.	rusted, sculpt, secure, twist.	SEND: Children could work in pairs to support each other.	supported in the use of these. Stands of glue should not be handled until they have cooled, but before they have solidified. Mechanical elements may be sharp – to take extra care when handling these.	Time-pair-share: Talk to your partner about your sculpture so far. What will you do to improve the aesthetic and add the finishing touches today? Tell your partner about the artists who have inspired you and why. Y5/6: Continue to use the techniques that you have learnt in previous lessons to join found materials to create your own abstract mechanical sculpture. This is the final opportunity to add the finishing touches. Could colour be used to add to the overall aesthetic? Deepen the moment Y5 - Write a short paragraph to explain your sculpture. (Example given on slides from Yuken Teruya's website.) Y6 - Write a paragraph to explain your work. (Example given on slides from Michelle Stitzlein's website.)
Week 7 Evaluate and analyse creative works using the language of art.	LO: To write and present a rationale.	N.C: - To create sketch books to record their observations and use them to review and revisit ideas.	Junk, found, discarded, recycled, mechanical, electric, industrial, rusted, sculpt, palette, secure, dynamic, twist, solid, motion.	GD: Children should be encouraged to support others during the writing of the rationale and feedback process. SEND: HA to support during writing of simple rationale and during feedback process.	Although the post-its are to be used for positive comments, children may also give areas for development/even better ifs, as long as this is done in a supportive way.	Complete Reading for Productivity. Explain that today, children will have an opportunity to produce the rationale behind their sculpture. Their rationale will build on the Deepen the Moment task from the last lesson and will explain the following: <ul style="list-style-type: none">• why they chose certain materials• how they joined the found objects together

						<ul style="list-style-type: none"> the overall aim/message behind their sculpture <p>Y5/6: Write your rationale in your Art Book at the side of a photograph of your finished sculpture. Use the vocabulary bank from the Knowledge Organiser to help you.</p> <p>Display sculptures in the Hall or Shared Area. The children are all now art critics! On entering the 'Art Gallery', give two green post-it notes to each child. Ask them to choose two pieces of work that show good use of the skills they have been taught, and that meet the brief. Ask them to leave their feedback at the side of the sculptures for the artist to read. Post-it notes could be added to the rationale in Art Books. Consider the evaluation questions on the slides.</p> <p>Deepen the moment Y5/6 - Discuss the project with a partner. What are you most proud of? What would you do differently if you were to repeat the process?</p>
<p>Context (big picture learning): Children will evaluate and analyse creative works using the language of art, craft and design. They will know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. From this they will plan and create an abstract sculpture with mechanical elements, using the canon book, 'Mortal Engines' and the work of artists as inspiration. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>						

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Key Vocabulary:

Construct: To build or erect, as in a piece of sculpture.
Dynamic: Forces producing motion.
Electric: Worked by, charged with, or producing electricity.
Industrial: Related to or characterised by industry.
Junk/Found/Discarded: Objects people throw away.
Maquette: A small preliminary model or sketch made by a sculptor.
Mechanical: Operated by a machine or machinery.
Motion: The action or process of moving or being moved.
Palette: A range of colours used by an artist.
Recycled: Reusing a discarded object.
Rusted: To be affected with rust.
Sculptor: The name given to an artist who specialises in making sculpture.
Sculpture: The art of making 3D forms especially by carving stone or wood or by casting metal or plaster.
Secure: To fix or fasten so as not to become loose.
Silhouette: The dark shape or outline of an object, or something visible in restricted light against a brighter background.
Solid: Firm and stable in shape.
Structure: The way in which something is put together. A building or other object constructed from several parts.
Twist: Form into a bent, curling or distorted shape.

Learning intent:

To produce creative work, exploring your ideas and recording your experiences. To explore those ideas with creativity and experimenting with available materials. To become proficient in sculpture and other art, craft and design techniques. To evaluate and analyse creative works using the language of art, craft and design. To know about great artists.

Fat Questions

'One man's trash is another man's treasure'.
 What do you think this means?
 What is a sculpture?
 Do only artists create sculptures?
 Does a sculpture need to be a permanent object?
 How can art support wellbeing?

Barbara Hepworth

1903 – 1975



Abstract Sculpture

by El Anatsui



VIPs

- 'Found materials' refers to objects that have been discarded by other people.
- Notable 'junk' artists include: Yuken Teruya, El Anatsui and Michelle Stitzlein.
- Shade, tone and texture are techniques that can be applied to make 2D drawings appear 3D.
- Hot glue can be used to make a solid or flexible joint and can be pulled to make strings or threads.
- Wire can be manipulated to create a shape and can be used as a base from which to expand a sculpture.
- Sculptors carefully choose colour for their finished work.
- Sculptors evaluate their finished work to understand what they like about their art. This can help them to keep improving.

West Yorkshire Sculpture Park



Henry Moore – Three Piece Reclining Figure