

## Summer 1 OVERVIEW YEAR 3/4 – Art

### Term 4 Book – The Iron Man

Topic(s) – Create a sculpture to represent the Iron Man	
<b>Assessment:</b> Evaluation and critique of own art work. Reflection on which skills they found easy/ hard and what they will try to improve going forward. Reflecting on peer’s artwork and offering each other constructive feedback based on the art they have produced.	<b>Very Important Points (VIPs):</b>  A sculpture is a three dimensional structure piece of art.  Sculptors experiment with materials to create ideas.  Plaster (mod roc) can be added to create strength and texture to a structure.  The structure needs to be able to stand independently.  Sculptors carefully choose colours for their finished work.  Sculptors evaluate their finished work to understand what they like about their art which can help them keep improving.
<b>Links to prior learning (sequencing) and canon book</b> Link to canon book The Iron Man by creating a sculpture to represent the Iron Man. In KS1 related to the canon book The Man on the Moon, children practised using paper mache applied to a surface to create their own planet.	
<b>Links to other learning (cross fertilisation)</b> Reading- Link to reading canon novel 'The Iron Man'. DT – Structures – the sculpture needs to be stable and component parts securely fixed. PSHE – Mental Health – the sculpture needs to represent what the Iron Man is thinking and feeling through the stance, shape and design of the sculpture. Geography – Sculptures are placed in specific locations, often to enhance the surroundings or to create interest. Thought needs to be given to where the sculpture could be displayed in school or the school grounds. Maths – The sculpture will be made from geometric shapes. Measurement will be required to ensure the sculpture looks correct. Symmetry may also be important in the design..	
<b>Links to future learning</b> In Year 5/6 children as part of their work around the canon book Mortal Engines, children create an abstract sculpture using found objects and mechanical components.	
<b>Character/Wider Development ('50 things', cultural capital, skills)</b> <b>Thematic Questions</b> <b>The World Beyond Us</b> How are robots used in space? What are space robots made from? How do robots communicate with humans? <b>Modern Britain</b> Where do you see sculptures?	

	<p>Where could I go to see sculptures? Are sculptures important?</p> <p><b>Healthy Bodies &amp; Healthy Minds</b> How does looking at sculpture make you feel? Can sculptures convey different emotions?</p> <p><b>The World Around Us</b> Is sculpture an art form found in all cultures across the world? What different types of sculptures are there?</p> <p><b>Culture</b> How can the artwork of other cultures help us to understand them? Is sculpture found in all cultures?</p> <p><b>Technology in Action</b> What types of technology are used in creating sculptures? Is there a link between sculpture and how technology is designed?</p>	
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**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
<b>Lesson 1</b>  To explore ideas.  To develop their use of materials, with creativity, experimentation.	To explore ideas for a sculpture using everyday materials.	NC: - produce creative work, exploring their ideas and recording their experiences - develop their use of materials, with creativity, experimentation - to improve their mastery of art and design techniques, including sculpture with a range of materials	Sculpture Sculptor Artist Materials Experimentation	<b>GD:</b> Children will recognise appropriate materials and shapes to create their desired effect. Will act as a leader in the group.  <b>SEND:</b> Children may need the support of others in the group to help with sorting materials and how to create a stable structure.	Children may think that sculptures have to be large, made from materials such as metal or stone.	<p><a href="https://accessart.org.uk">National Curriculum Sculpture (accessart.org.uk)</a> recommend sculpture should be making, not designing on paper first.</p> <p>Explain that we will be trying to use materials to create our Iron Man basic structure. Explain that the structure needs to be fixed together – even loosely – so that it can be fixed and added to in the next stage.</p> <p>Show children pictures of children investigating materials to use and discuss how to work as a group and share ideas.</p> <p>Model some ideas to children, including how to fix together using tape and glue before allowing them to verbally discuss ideas and then move on to investigating ideas and making their basic structure.</p> <p><b>Resources</b>            Lots of everyday items such as cereal boxes, tubes, plastic lids etc.            Tape, glue sticks, scissors, rulers, pens pencils.</p> <p><b>Year 3 Tasks</b></p> <p>Use the available materials to put together an iron man structure. The joins may be simple (such as tubes for arms stuck directly to the body, rather than making a shoulder area and arms at different angles).</p>

						<p>Red, blue and gold tasks to be decided by class teacher with regard to supporting materials, adults available and the skill set of your class.</p> <p><b><u>Year 4 Tasks</u></b></p> <p>Use the available materials to put together an iron man structure. The joins and position of limbs may be more complicated (such as making a shoulder area and arms at different angles rather than tubes for arms stuck directly to the body).</p> <p>Red, blue and gold tasks to be decided by class teacher with regard to supporting materials, adults available and the skill set of your class.</p> <p><b><u>Deepen the moment</u></b></p> <p><b>Year 3</b></p> <p>Reflect on the process of experimentation. Explain what you would have done differently if you could.</p> <p><b>Year 4</b></p> <p>Reflect on the process of experimentation. Was it good or difficult working with others? Write a paragraph to explain your thoughts.</p>
<p><b>Lesson 2</b></p> <p>To develop their use of materials, with creativity, experimentation.</p>	<p>To add material to sculptures to create texture and strength.</p>	<p>NC:</p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in</li> </ul>	<p>Sculpture Sculptor Artist Materials Experimentation Mod roc Paper mache</p>	<p><b><u>GD:</u></b></p> <p>To think about how to use the mod roc (paper mache) can add texture to their sculpture, and to use to great effect. To understand how weaker parts of the sculpture</p>	<p>Adding too much mod roc or paper mache may not always strengthen, especially is applied too thickly as it could weaken the materials (probably cardboard) underneath.</p>	<p><a href="https://www.accessart.org.uk">National Curriculum Sculpture (accessart.org.uk)</a> write that making sculpture is about working with materials and processes, in space, to communicate intention.</p> <p>To cover the basic sculpture outline with mod roc or paper mache to strengthen the sculpture and add texture to the surface.</p> <p>Explain the continuation from lesson 1. It is possible at this point to make changes to their</p>

		<p>sculpture and other art, craft and design techniques</p> <p>- to improve their mastery of art and design techniques, including sculpture with a range of materials</p>		<p>can be strengthened,</p> <p><b><u>SEND:</u></b> Work with others in the group to share ideas.</p>	<p>sculpture before applying mod roc or paper mache.</p> <p>Children will work in their group to cover their sculpture, smoothing out joins between materials used in the first lesson.</p> <p><b><u>Resources</u></b> Moc roc Strips of paper Appropriate glue/paste</p> <p><b><u>Year 3 Tasks</u></b> Differentiation will be mainly derived from outcome. Children need to work together to cover the sculpture in mod roc, making sure any areas of weakness are strengthened.</p> <p>Red, blue and gold tasks to be decided by class teacher with regard to supporting materials, adults available and the skill set of your class.</p> <p><b><u>Year 4 Tasks</u></b> Differentiation will be mainly derived from outcome. Children need to work together to cover the sculpture in mod roc, making sure any areas of weakness are strengthened. Ideally, the sculpture needs to stand upright without support.</p> <p>Red, blue and gold tasks to be decided by class teacher with regard to supporting materials, adults available and the skill set of your class.</p> <p><b><u>Deepen the moment:</u></b></p> <p><b>Year 3</b> Explain how you strengthened the sculpture.</p> <p><b>Year 4</b></p>
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						<p>Explain how you strengthened the sculpture. How else could you strengthen the structure?</p>
<p><b>Lesson 3</b></p> <p>- Produce final piece - Evaluation of work</p>	<p>To complete and evaluate our sculpture.</p>	<p>NC: 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.</p> <p>To improve their mastery of art and design techniques, including painting and sculpture.</p>	<p>Sculpture Sculptor Artist Materials Experimentation Spray paint</p>	<p><b>GD:</b> Children will be able to clearly explain their evaluation of their sculpture. They will be able to explain the effect they are trying to achieve through the sculpture.</p> <p><b>SEND:</b> Children will explain what they like and dislike about their sculpture. They will explain what they would do differently if they could.</p>	<p>Children need to be very aware of the safety of using spray paints.</p> <p>Children need to understand that great care needs to be taken as spray paints are much more difficult to clean up from skin, clothes and surfaces.</p>	<p><a href="https://accessart.org.uk">National Curriculum Sculpture (accessart.org.uk)</a> write that making sculpture is about working with materials and processes, in space, to communicate intention.</p> <p>Children to spray paint their sculpture for a metallic effect. Children to think about the metallic colours they are going to use.</p> <p>Children to spray their sculpture using the paint carefully and safely under supervision.</p> <p>Once sprayed and dried (outside on a dry sunny day – children to evaluate each other’s sculptures – focussing on what they like about them.</p> <p>Take pictures of the sculptures for Curriculum books. Children to write an evaluation paragraph, add picture later.</p> <p><b>Resources</b> Newspaper Metallic spray paints Art shirts/aprons</p> <p><b>Year 3/4 Tasks</b> Spray paint the sculptures. Each member to take a turn, having agreed on colours.</p> <p>Children to evaluate each other’s work. To write their own evaluation. For LA children provide sentence starters.</p> <p>Red, blue and gold tasks to be decided by class teacher with regard to supporting materials, adults available and the skill set of your class.</p>

						<p><b><u>Evaluate our finished sculpture</u></b>          What do you think about the piece of art work?</p> <ol style="list-style-type: none"> <li>1. How does it make you feel?</li> <li>2. How does it compare to other pieces of art you have previously seen?</li> <li>3. What materials have you used?</li> <li>4. What techniques have you used?</li> <li>5. Do you like the art work? Why?</li> <li>6. What went well? Why?</li> <li>7. What could be improved? Why?</li> </ol> <p><b><u>Deepen the moment:</u></b>          Find a location to present your sculpture. Evaluate each other's sculptures. Explain what you like about each sculpture.</p>
<p>Context (big picture learning):</p> <p>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 a collage in the style of a famous artist. 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>						

**Folder name (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Summer 1 – The Iron Man**





# Year 3/4 Art Knowledge Organiser - Sculpture

## Key Vocabulary:

**Armature:** A framework usually made from flexible metal on which a clay sculpture is moulded.

**Bronze:** A yellowish brown metal, an alloy of copper with up to one-third tin, which is a popular material for sculpture.

**Construct:** To build or erect, as in a piece of sculpture.

**Cuboid forms:** Objects based on the solid shape that has six rectangular faces at right angles to each other.

**Maquette:** A small preliminary model or sketch made by a sculptor.

**Mod roc:** Bandages filled with Plaster of Paris.

**Observation:** The action or process of studying or monitoring something closely.

**Plaster of Paris:** A hard white substance made by adding water to powdered gypsum. It is used for holding broken bones in place and making sculpture.

**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.

**Silhouette:** The dark shape or outline of an object, or something visible in restricted light against a brighter background.

**Structure:** The way in which something is put together. A building or other object constructed from several parts.

**Symmetrical:** Made up of exactly similar parts facing each other or around an axis.

## 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.

## Barbara Hepworth

1903 – 1975



## Robot Sculpture



by Bruno  
Lefevre-Brauer

## West Yorkshire Sculpture Park



Henry Moore – Three Piece Reclining Figure



## Fat Questions

Can a sculpture be created out of any material? What do you think?

Does a sculpture need to be a permanent object?

The best sculptures look like the object they are representing. Do you agree?

## VIPs

A sculpture is a three dimensional structure piece of art.

Sculptors experiment with materials to create ideas.

Plaster (mod roc) can be added to create strength and texture to a structure.

The structure needs to be able to stand independently.

Sculptors carefully choose colours for their finished work.

Sculptors evaluate their finished work to understand what they like about their art which can help them keep improving.