

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design

Year: KS1 - Year 2

Sculpture - Land Art

Andy Goldsworthy (Local Artist) 26.7.1956-

Richard Long (Sculptor) 2.6.1945-

Frank Stella (Sculptor/Artist) 12.5.1936 - 4.5.24

NC/PoS:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. 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.

Aims

The national curriculum 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.

Subject content - Key stage 1

Pupils 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.

Prior Learning (what pupils already know and can do)

Can manipulate resources and natural materials to create environmental art ie. Forest School, outdoor provision. Understanding of colour, pattern, texture and shape.

Understanding of 3D construction.

End Points (what pupils MUST know and remember)

Know a 'sculpture' is art made in three dimensions and that sculptors use four basic processes - carving, modelling, casting or constructing, to create their works.

Know that sculpture can be made of materials such as paper, clay, metal, wood or recycled materials.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Know the names of famous land artists/sculptors, Andy Goldsworthy (local artist) and Richard Long make sculptures from natural objects like stone.
Know land artists create sculptures out in the environment from stones, branches, leaves and other objects they find outside and these sculptures are affected by the weather and are not permanent structures.
Know famous artist Frank Stella (sculptor/artist) creates his sculptures from metal, plastic and paper.
Know how to manipulate, fold, cut and glue paper to construct a 3D paper sculpture.
Know that collaborative or large-scale art can be made when everyone's art is joined together.
Know a weaving can be made from twigs and threads like wool or long pieces of fabric.
Know that natural tones of colour are the colours that occur in nature.

Key vocabulary to teach each session; written in bold at the beginning of each session. To be revisited in following sessions.

Session 1

Key Vocabulary: Visual elements, form, space, shape, sculpture, carved, cast, constructed, 3-dimensional, Frank Stella, Andy Goldsworthy, Richard Long, Land art,

In this session, the children will learn about sculptures, how these are created and with what materials they can be made.

Start by asking the children - What is a sculpture? Take suggestions from the children.

Clarify that a sculpture is an art form made in three dimensions and is a visual art form rather than a functional object. Sculptors use four basic processes - carving, modelling, casting and constructing - to create their works.

Ask the children the following questions and take feedback.
What can a sculpture be made from? How are they made?
Are there any sculptures you have visited locally?

Introduce the children to Sculptural Land Art.

Land Art involves making art and sculptures using materials you find in the natural world, such as leaves, fir cones, twigs, pebbles, rocks, sand and shells.

How do you feel about the fact that the works of art will be destroyed by the elements?

Look at the work of practicing artists Andy Goldsworthy (Sculptor and Land Artist) Richard Long (Sculptor) and Frank Stella (Sculptor)

Frank Stella: Experiment and Change Installation Time-Lapse by Inspicio - YouTube
<https://www.creativityfuse.com/2010/10/andy-goldsworthy-sublime-and-beautiful-environmental-art/>

Session 2

Key Vocabulary: visual elements, form, space, shape, sculpture, carved, cast, constructed, 3-dimensional

In sketchbooks complete warm-up observational drawing exercises, A & B (SEE OVERVIEW) to improve observational skills and recording accuracy. Use pens and graphite sticks.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Demonstrate how to bend, coil, fold, cut and glue card and paper to create a 3D sculpture. Children to create their own 3D sculptures using card and coloured papers and a corrugator to create textures papers.

Using photocopy examples of and art sculptures – children annotate and create a mood board, adding labels, describing and drawing leaves, adding colours, labelling shapes. Describe the artwork using the visual elements – texture, colour, pattern, shape,

Session 3

Key vocabulary: Visual elements – texture, colour, shape, form, constructing, constructed sculpture, spirals, concentric circles, radial, trails, decay, collapse, weathering, land art, temporary, stones, leaves, twigs, seeds, shells, sand, snow, ice, earth, rust, yellow, bronze, golden, texture, colour, pattern, shape, mood board

Children to create/construct a piece of Land Art which incorporates spirals and concentric circles. Can they create repeating patterns of the items found? Children photograph their work. Create collaborative work outside in the environment if possible and work on a large scale. Revisit the artwork over the following days and photograph the changes.

Sessions 4 & 5

Key vocabulary: Weaves, Hangings, fabrics, wrapping, tying, knotting, rubbings

<https://www.youtube.com/watch?v=u9IUuNK2Hyl>

Learn to weave with wool, twigs, and fabrics and make 3D art using weaving techniques. Work in pairs to practice tying, wrapping and knotting.

Alternatively create a large collaborative weaving frame from twigs. Select natural/earth colours of wool, threads and fabric and try to incorporate natural items like pinecones or leaves. Make rubbings of collected leaves and bark and add to the mood board made earlier in sketchbooks. Add the photos taken of the land art created outside. Annotate sketchbooks- date, names of media used.

Future learning this content supports:

Clay sculpture from other eras and cultures