

## Art KS3 Summer 2022: Sculpture and Mixed Media: Recycled Art

### In this unit pupils will:

Experience and explore different examples of sculptural art through drawings, sketching and model making. They will develop an understanding of the use of colour, shape and form in creating works of art. They will learn how to use different techniques in their art work, eg. design a 3D artwork which can then be made using recycled materials. They will learn to handle and combine different art materials and materials that can be found in their environment to explore their ideas.

**All pupils will use their art journals to explore and experiment with ideas and techniques.**

**Keywords:** 2D art eg. drawing, painting, printing  
 Words to describe different types of shapes, patterns and materials  
 3D art eg. modelling, sculpture, shape, form, texture  
 Words to describe the relationships between objects or parts  
 Vocabulary specific to the materials and techniques used e.g. materials that can be used to combine and attach materials

### Exploring and developing ideas

**Key elements:** Knowledge And understanding of the genre and artwork and choosing where to find inspiration

Begins to use appropriate adjectives to describe the work.

Key elements	B2Pstep 4-6	B2Pstep7-8	B2NCstep1	B2NCstep 2
<p><b><u>Subject specific knowledge</u></b></p> <p><b><u>What do pupils need to know?</u></b></p>	<p><b><u>To know</u></b> the medium/s used in sculptural art and recycled art.</p> <p><b><u>To know</u></b> and identify a piece of sculptural art from a choice of artworks</p> <p><b><u>To know</u></b> and identify a piece of recycled art from a choice of artworks.</p> <p><b><u>To know</u></b> all primary colours</p>	<p><b><u>To know</u></b> the materials needed for a piece of recycled art e.g the names of everyday objects and materials.</p> <p><b><u>To know</u></b> all secondary colours.</p>	<p><b><u>To know</u></b> features of sculptural art and recycled art including descriptions.</p> <p><b><u>To know</u></b> some common materials used to produce sculptural art and recycled art e.g. in comparison to other kinds of art.</p> <p><b><u>To know</u></b> how to explore ideas through drawing.</p> <p><b><u>To know</u></b> to select matching and / or</p>	<p><b><u>To know the</u></b> visual qualities of an artwork/object.</p> <p><b><u>To know</u></b> how to explore ideas through drawing and sketching.</p> <p><b><u>To know</u></b> and identify materials or objects that can be used in the design e.g. wood, plastic, textiles, pastic bottles, cardboard boxes etc.</p>

			contrasting colours in their design.	
<b><u>Subject specific skills</u></b>	<b><u>To be able</u></b> to match a picture of recycled art with another picture of recycled art.	<b><u>To be able</u></b> to select colours and materials with purpose.	<b><u>To be able</u></b> to ask simple questions about the task.	<b><u>To be able</u></b> to make sketches of ideas e.g. for models
<b><u>What do pupils need to be able to do?</u></b>	<b><u>To be able</u></b> to match a picture with an object with assistance.  <b><u>To be able</u></b> to feel rough and smooth textures of different materials.  <b><u>To be able</u></b> to choose a favourite image from a selection of sculptural artworks  <b><u>To be able</u></b> to use appropriate adjectives to describe the work.	<b><u>To be able</u></b> to initiate discussion on their work.  <b><u>To be able</u></b> to gather together materials that match materials used in sculptural and recycled art  <b><u>To be able</u></b> to communicate own ideas through recreating or showing preference for a piece of sculptural or recycled art.	<b><u>To be able</u></b> to answer questions related to their ideas for the task.  <b><u>To be able</u></b> to observe and comment about recycled art or sculptural art through discussion or short phrases.  <b><u>To be able</u></b> to draw simple shapes from observation of images or objects for e.g. geometric shapes, or organic shapes  <b><u>To be able</u></b> to recognise and finds geometric shapes in the environment.	<b><u>To be able</u></b> to communicate about sculpture and recycled art using simple key words e.g. makes notes with their sketches or of an artwork about the materials used/shapes/forms.

### Investigating And Making

**Key elements:** Choosing materials to make their piece of art

Developing skills in different techniques to make their piece of art

<b><u>Subject specific knowledge</u></b>	<b><u>To know</u></b> that there are different uses of basic mediums such as paint, glue and tape.	<b><u>To know</u></b> how to use different mediums and tools.	<b><u>To know</u></b> how to recreate an object using different materials.	<b><u>To know</u></b> different ways of joining materials together, e.g. glue, tape, paper mache, slotting or balancing or Modroc for modelling.
<b><u>What do pupils need to know?</u></b>	<b><u>To explore</u></b> how to use different mediums and tools	<b><u>To know</u></b> what materials are needed to create the artwork.  <b><u>To know</u></b> and be familiar with a range of materials.	(If modelling) <b><u>To know</u></b> how to manipulate 3D material.  (for 2D work) <b><u>To know</u></b> basic use of scissors - straight lines.  <b><u>To know</u></b> and understand the process of making from material collection to packing away.	<b><u>To know</u></b> how to apply some formal elements into a piece of work e.g. colour.  <b><u>To know</u></b> how to work with a regard for safety.

<p><b><u>Subject specific skills</u></b></p> <p><b><u>What do pupils need to be able to do?</u></b></p>	<p><b><u>To be able</u></b> to use a variety of actions to create a desired effect; folding, bending, scrunching.</p> <p><b><u>To be able</u></b> to use glue to join materials together.</p> <p><b><u>To be able</u></b> to make a selection of colour or material for piece of work.</p> <p><b><u>To be able</u></b> to show some care when using materials.</p> <p><b><u>To be able</u></b> to sort objects by criteria e.g. colour from a choice of 2 or when contrasts are obvious</p> <p>(If modelling)<b><u>To be able</u></b> to roll, flatten, tear, join and mould pliable material.</p>	<p><b><u>To be able</u></b> to select colours, materials and tools with purpose.</p> <p><b><u>To be able</u></b> to include different materials in their work.</p> <p>(For 2D making) <b><u>To be able</u></b> to cut with scissors with assistance.</p> <p>(for 3D modelling) <b><u>To be able</u></b> to use material for junk modelling</p> <p>(for 3D modelling) <b><u>To be able</u></b> to make a model containing several parts</p>	<p><b><u>To be able</u></b> to use more than one technique within a piece of work.</p> <p><b><u>To be able</u></b> to cut a straight line.</p> <p><b><u>To be able</u></b> to uses imagination as work progresses</p>	<p><b><u>To be able</u></b> to use more than one technique within a piece of work.</p> <p><b><u>To be able</u></b> to produce different types of lines</p> <p><b><u>To be able</u></b> to cut simple shapes using scissors</p> <p><b><u>To be able</u></b> to explore colour tones e.g. through paint</p>
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### Evaluating and developing:

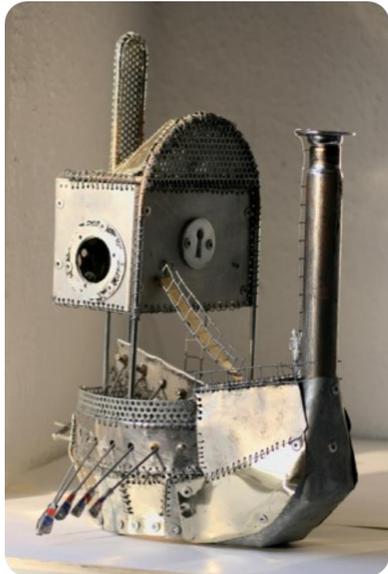
Identify what students have learnt and what went well in their art work.

<p><b><u>Subject specific knowledge</u></b></p> <p><b><u>What do pupils need to know?</u></b></p>	<p><b><u>To know</u></b> that an artwork belongs to them or their peers.</p> <p><b><u>To know</u></b> and identify a preference or enthusiasm for their work or the work of their peers.</p> <p><b><u>To know</u></b> the key names of materials and methods to make the art.</p>	<p><b><u>To know</u></b> one or two key words that describe the artwork for e.g. the colour, material, shape.</p> <p><b><u>To know</u></b> which is and show awareness of the work of their peers.</p>	<p><b><u>To know</u></b> the names of materials and methods used in their artwork from a selection.</p> <p><b><u>To know</u></b> how to review own work, to identify things they like and dislike about their own work and the work of their peers.</p> <p><b><u>To know</u></b> differences between their work and the work of their peers.</p>	<p><b><u>To know</u></b> the names of materials and methods used in their art work!</p> <p><b><u>To know</u></b> simple similarities and differences in their work with the work they are inspired by e.g. use of same materials (recycled materials) or use of specific shapes (basic 3D shapes).</p> <p><b><u>To know</u></b> the process they need to change to improve their work and what has been successful.</p>
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<p><b><u>Subject specific skills</u></b></p> <p><b><u>What do pupils need to be able to do?</u></b></p>	<p><b><u>To be able</u></b> to identify/match a colour of an artwork.</p> <p><b><u>To be able</u></b> to recognise two artworks that appear similar e.g. theirs and their peers or theirs and the original sculptural/recycled artwork</p> <p><b><u>To be able</u></b> to look at the work of others.</p> <p><b><u>To be able</u></b> to show their art work to peer/adult.</p>	<p><b><u>To be able</u></b> to correctly use comparative terms when describing their work and the work of others.</p> <p><b><u>To be able</u></b> to communicate in preferred communication about their art work and those of their of peers.</p> <p><b><u>To be able</u></b> to point out/choose from a selection key words to communicate how the art was made.</p>	<p><b><u>To be able</u></b> to use key words when describing what they did to create their art.</p> <p><b><u>To be able</u></b> to review the work of peers and suggests ways they are different and the same.</p> <p><b><u>To be able</u></b> to suggests an improvement to their work.</p> <p><b><u>To be able</u></b> to describes structures using terms related to shape and position.</p> <p><b><u>To be able</u></b> to classify objects on the basis of colour, shape or form</p>	<p><b><u>To be able</u></b> to communicate about their art as it develops.</p> <p><b><u>To be able</u></b> to recall what they achieved in their work.</p> <p><b><u>To be able</u></b> to describe methods used.</p> <p><b><u>To be able</u></b> to adapt and improve on their work after discussing with a peer or member of staff.</p>
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Barbara Hepworth's work e.g. The Family of Man, 1970 could be recreated using cardboard boxes, **Eva Rothschild's work** could be recreated using sticks and straws, **Brendan Jameson's work** Sugar Metropolis has been created using sugar cubes, **Ettore Sottsass** work could be recreated using cardboard, works by **Michelle Reader, El anatsui and Sokari** made sculptures using discarded waste products and Marc Quinn made sculptures using bread.



**Suggested flow:** Number of weeks for specific parts of the flow (particularly making) may need to be adjusted based on planning

<p>Hook/introduce artist and/or medium.</p> <p>Evaluation of different art work.</p> <p>Recognising the key features of art work.</p>	<p>Skill development in medium.</p> <p>Exploring the different shapes, colours and features of sculpture.</p> <p>Recreating a piece of art work</p>	<p>Skill development in medium.</p> <p>Making models using a different technique.</p>	<p>Skill development in medium.</p> <p>Making models using a different technique.</p>	<p>Plan, design and develop ideas using skills developed so far.</p> <p>Sketches, plans</p> <p>Evaluate design.</p> <p>Implementing changes from evaluation.</p>	<p>Creating and making using designs and ideas and implementing skills.</p>	<p>Evaluate</p> <p>Self-evaluation.</p> <p>Peer evaluation.</p> <p>E.g.</p> <p>What went well?</p> <p>What did you find difficult?</p> <p>How did you solve the problem?</p> <p>What would you do differently next time?</p>	<p>Completing and making implementing changes from evaluation.</p>
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### Suggested learning activities:

- Look at and discuss 3D art work by sculptors and mixed media artists - share information with pupils
- Compare different types of art or different types of sculpture - recycled or not - share opinions and evaluate.
- Link art to shapes and objects you can find in immediate environment or everyday objects
- Draw objects or a collection of objects from observation - see "still life drawing"
- Create temporary models using objects in the immediate environment that can stack or combine.
- Use suggested criteria to help guide making process (e.g. organising objects by colour, shape, texture, based on a specific size, width)
- Experiment with different techniques to combine and create sculpture with
- Model with recycled materials in their extended piece of art.
- Create an extended piece of art - to take place over 2 or 3 lessons after the pupils have developed and explored ideas in their art journals
- Evaluate their work and /or the work of a peer using an art vocabulary.

### Suggested learning resources:

Art: Let's sculpt – has simple explanations of sculptors and their work

Tate resources – simple sculpture activities using everyday materials:

<https://www.tate.org.uk/kids/make/sculpture/make-spaghetti-sculpture>

<https://www.tate.org.uk/kids/make/sculpture/make-cardboard-box-sculpture>

<https://www.tate.org.uk/kids/make/sculpture/make-sensory-sculpture>

<https://www.tate.org.uk/kids/make/sculpture/make-paper-sculpture>

<https://www.tate.org.uk/kids/make/sculpture/make-junky-funky-sculpture>

<https://www.tate.org.uk/kids/make/sculpture/weave-sculpture>

<https://www.tate.org.uk/kids/make/sculpture/wrap-it>

Reference for images below: <https://2020.photofringe.org/exhibitions/photography-acts-thomas-a-becket-junior-school/view>



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