

TERM	Summer	Cycle	A
CLASS	Birch		
SUBJECT	Art		
Subject Area	<p>Sculpture and Architecture Through the ages Inc. Early Civilizations c.2000BC- 500CE</p> <p>Teacher notes Sculpture and architecture were keen art forms in Early Civilisations.</p> <p>Sculpture is making statues by carving or chiselling (in wood or stone), be modelling in clay and casting in metal.</p> <p>Architecture is the art of designing buildings. Architects express themselves through, the size, shape, colour, material and style of the building. Buildings typically have a specific purpose.</p>		

Prior knowledge	
Art knowledge	
<ul style="list-style-type: none"> To know that sculpture and architecture were forms of art in Early Civilisations. <ul style="list-style-type: none"> ❖ To name 4 iconic buildings/structures: - Sydney Opera House (Australia), The Eiffel Tower (France), The leaning Tower of Pisa (Italy), Tower Bridge (London) 	
Art skills – to be able to: -	
Generic skills	
<ul style="list-style-type: none"> Record and explore ideas from first hand observations. Ask and answer questions about starting points for their work. Develop their ideas by trying things out, changing their minds. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work. Look and talk about own work and that of others and the techniques they had used. Identify what they might change in their current work to develop their future work. 	
Drawing	3D Sculpture
<ul style="list-style-type: none"> Use appropriate language to describe colour media, equipment and textures. Experiment with a variety of media e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control types of marks made with the range of media. Observe and draw shapes. Draw shapes in between objects and invent new shapes. Draw on different surfaces with a range of media. Produce an expanding range of patterns and textures. 	<ul style="list-style-type: none"> Experiment with constructing and joining recycled, natural, and man-made materials. Shape and model materials for a purpose from observation and imagination. Use simple 2-D shapes to make a 3-D form. Impress and apply simple decoration techniques (impressed, painted, and applied). Use tools and equipment safely and in the correct way.
Core knowledge that will be learnt in this unit	
Art knowledge	

- To know that sculpture and architecture were forms of art in Early Civilisations.
- To know the following key artists:
 - ❖ Henry Moore who is most famous for
 - ❖ Alberto Giacometti who is most known for
- To be able to recognise the following Ancient Greek Architecture and Sculptors
 - ❖ Myron who is known for his sculptures of athletes.
 - ❖ Phidias was a Greek sculpture who is best known for the Parthenon Frieze
 - ❖ Polykeitos is known as the best sculptor of men, with most of his work being male athletes with idealized body proportions.
- To name 3 iconic buildings/structures: -
 - ❖ Norwich Cathedral
 - ❖ The Palace of Westminster
 - ❖ St Paul's Cathedral

Art skills – to be able to: -

Generic skills

Y2	Y3	Y4
<ul style="list-style-type: none"> • Record and explore ideas from first hand observations. • Ask and answer questions about starting points for their work. • Develop their ideas by trying things out, changing their minds. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work. • Discuss own work and others work, expressing thoughts and feelings. • Identify changes they might make or how their work could be developed further. • Extend on their vocabulary to express their thoughts. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore a range of artists, architects and designers in history, describing the differences and similarities between different practices and disciplines, making links to their own work. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them, using knowledge and understanding of artists and techniques. • Adapt their work according to their views and describe how they might develop it further. • Use a sketchbook to record media explorations and experimentations, as well as planning and collecting source material for future works. Begin to annotate work in a sketchbook. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Further explore a range of artists, architects and designers in history, describing the differences and similarities between different practices and disciplines, making links to their own work. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Use a sketchbook to collect and record media explorations and experimentations, as well as planning and collecting source material for future works. Continue to annotate work in a sketchbook with more detail.

Drawing

Y2	<ul style="list-style-type: none"> • Begin to control the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. • Continue to name, match and draw lines from observations and invent new lines. • Continue to observe and draw shapes. Draw shapes in between objects and invent new shapes. • Use a sketchbook to plan and develop simple ideas. • Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. • Observe anatomy and encourage accurate drawings of people.
Y3	<ul style="list-style-type: none"> • Develop intricate patterns/marks with a variety of media. • Experiment with ways in which surface detail can be added to drawings. • Make marks and lines and create textures and patterns with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc. • Begin to show an awareness of objects having a third dimension


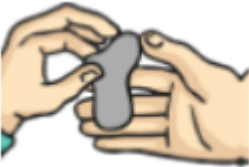




	<ul style="list-style-type: none"> • Apply tone in drawing, in a simple way. • Draw for a sustained amount of time, at an appropriate level.
Y4	<ul style="list-style-type: none"> • Develop intricate patterns using different grades of pencil and other implements to create lines and marks. • Draw for a sustained period of time at an appropriate level. • Experiment with different grades of pencil and other implements, to achieve variations in tone and make marks on a range of media. • Make marks and lines and create textures and patterns with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc. • Experiment with ways in which surface detail can be added to drawings • Have opportunities to develop further drawings featuring the third dimension and perspective. • Further develop drawing a range of tones and lines using a pencil/charcoal. • Begin to show an awareness of objects having a third dimension. • Apply tone in drawing, in a simple way.

3D Sculpture

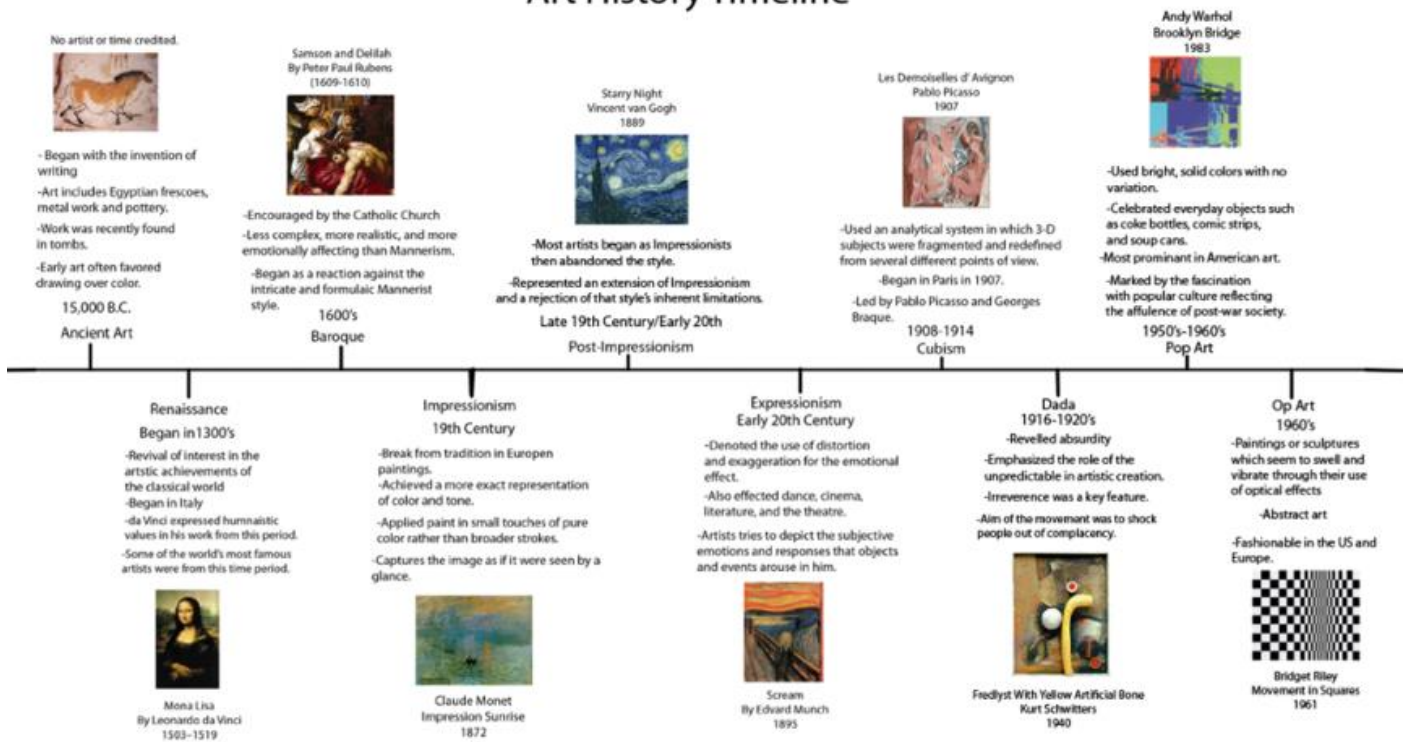
Y2	<ul style="list-style-type: none"> • Use media and equipment with increasing confidence. • Shape, form, construct and model from observation and imagination. • Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. • Experiment with constructing and joining recycled, natural, and man-made materials. • Use simple 2-D shapes to make a 3-D form. • Use tools and equipment safely and in the correct way.
Y3	<ul style="list-style-type: none"> • Use equipment and media with confidence. • Plan, design and make models from observation or imagination. • Learn to secure work to continue at a later date. • Join two parts successfully. • Construct a simple base for extending and modelling other shapes. • Use a sketchbook to plan, collect and develop ideas, and record media explorations and experimentations, as well as try out ideas. • Use papier-mâché to create a simple 3-D object./ plaster of Paris. • Use language appropriate to skill and technique.
Y4	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. • Plan, design and make models from observation or imagination. • Secure work to continue at a later date. • Construct a simple base for extending and modelling other shapes. • Adapt work as and when necessary and explain why. • Use language appropriate to skill and technique.

Vocabulary

Form	A shape in 3 dimensions (3D). Has volume (length, width and height).
Shape	An enclosed, two-dimensional space that has both length and width.
Perspective	An art technique for creating an illusion of 3D elements on a 2D surface.
Texture	Suggest how something feels to touch by the way it is drawn e.g. spiky.
Tone	The lightness or darkness of something.
Sculptor	An artist who makes sculptures.
Sculpture	The art or craft of making statues or other objects by carving, chiselling, or moulding. A sculpture is also any object made in this way.
Sculpt	To make by carving or moulding.
Elongated	Something that has been made longer, drawn out or extended.
Wire	A thin rod or thread of metal.
Frame	A structure made of parts that are joined together and that support a larger object.
Construct	To build
Shape	To give a form to something like clay
Figure	The shape of a human body.
Clay	Moist, stiff earth that is used for making brick, pottery, and tile.

Rolling	
Pulling	
Pinching	
Squeezing	
Carving	
Smoothing	
Twisting	
Modelling tools	
Sponge	Used to smooth the surface of clay
Wire	Used to cut off a slab of clay
Cutter	Sharp cutters that will slide through clay
Safety gloves	Gloves that give protection to your hands

Art History Timeline



Examples of Egyptian architecture and sculpture

