



Wortham Art & Design Curriculum

| Class | Drawing | Texture and Form | Printing | Painting |
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| Bumblebee class Yr. R/1 | <i>Spirals</i> | <i>Animal collages</i> | <i>Natural and man-made printing</i> | <i>Expressive Painting & Colour Mixing</i> |
| Hedgehog class Yr. 2/3 | <i>Still Life</i> | <i>Applique and Papier Mache</i> | <i>Indian Block Printing</i> | <i>Cubism</i> |
| Barn Owl class Yr. 4/5 | <i>Portraits</i> | <i>Paper Relief Structures</i> | <i>Lino Printing</i> | <i>Henri Rousseau</i> |
| Otter class Yr. 6 | <i>Perspectives through landscapes</i> | <i>Exploring Sculpture</i> | | |



Bumblebee Class

| Title | Spirals |
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| Overview | <p>The aim of this unit is for children to begin to use a variety of drawing tools and media to create spiral patterns. Children will have the opportunity to explore spirals in nature. They will evaluate the work of Kadinsky and create their own spirals to be displayed in a class gallery.</p> <p>EYFS</p> <ul style="list-style-type: none"> ➤ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ➤ Develop overall body-strength, balance, coordination and agility. ➤ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ➤ Show a preference for a dominant hand ➤ Begins to use anticlockwise movement and retrace vertical lines. ➤ Uses combination of art forms, drawing and talking ➤ Responds imaginatively to art, creating marks in response to music |
| Vocabulary | <p>Thick, thin, soft, hard, broad, narrow, fine, detail</p> |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To use a variety of media to create different effects (pencils, graphite, pen, chalk, pastels, wax crayons and charcoal) including exploration of line, shape, space and tone ➤ To use a variety of media on different surfaces including plain and coloured paper ➤ To begin to use a sketchbook, and take pride and ownership of their own work ➤ To explore the work of Kadinsky, and consider what we like about his work ➤ To explore spirals in nature ➤ To look at the artist Molly Haslund and discuss her artwork ➤ To complete an observational drawing of a spiral ➤ To draw spirals as a response to music ➤ To evaluate our own and others work, thinking about the process and the end product |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Children to create spirals with a variety of media. ➤ Tuff tray activities – children to create spirals using natural objects, spirals using paint and shaving foam, also explore colour mixing and what happens when colour mix together ➤ To explore the local environment looking for spirals in nature ➤ Draw lines and marks by matching, drawing and inventing lines (through both exploration and observation) ➤ Create an art gallery of spirals created. |



| Title | Animal collages |
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| Overview | <p>The aim of this unit is for children to investigate a range of natural and man-made materials. They will have the opportunity to gain a sensory experience of materials whilst also developing a clear understanding of colour and texture. Children will be able to create an animal collage using a variety of materials.</p> <p>EYFS</p> <ul style="list-style-type: none"> ➤ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ➤ Uses simple tools to effect changes to materials. ➤ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ➤ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ➤ Create collaboratively, sharing ideas, resources and skills. ➤ Creates representations of both imaginary and real-life ideas, events, people and objects |
| Vocabulary | <p>Fabric, colour, pattern, shape, texture, needle, felt, hessian, material, cotton, weave, implied & actual texture</p> |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To know what a collage is and to see examples of different types ➤ To look at the artist Megan Coyle and her collage works ➤ To explore materials, thinking about how they look and feel ➤ To explore contrasting colours, textures and patterns. ➤ To experiment with techniques that use contrasting colours, textures and patterns ➤ To cut, tear, crumple, fold and overlap paper, textiles and card for my collage (including photocopies of different materials, fabric, crepe paper and magazines) ➤ To understand implied and actual texture ➤ To choose the most suitable materials for a desired effect ➤ To create a collage of an image, enabling children to use colour, shape and texture |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Provide a variety of materials allow children to explore folding, scrunching, tearing ➤ To investigate joining materials in a variety of ways, e.g. tying, twisting, gluing ➤ Children to explore a variety of materials describing the texture, naming and explaining how materials feel. ➤ To create an animal collage. ➤ Collaborate to create a large-scale collage ➤ (Riverside Art Resource) |



| Title | Printing |
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| Overview | <p>The aim of this unit is for children to handle, manipulate and enjoy using a range of materials. Children will be able to experiment with a variety of natural and man-made objects to explore printing.</p> <p>EYFS</p> <ul style="list-style-type: none"> ➤ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ➤ Create collaboratively, sharing ideas, resources and skills. ➤ Creates representations of both imaginary and real-life ideas, events, people and objects. ➤ Handles tools, objects, malleable materials safely and with increasing control and attention. |
| Vocabulary | Print, primary colours, rubbing, surface, texture, stencil |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To know that printing makes a copy of something ➤ To look at examples of prints, looking closely at patterns found ➤ To look at and evaluate prints by different artists (e.g. Paul Klee and Piet Mondrian) ➤ To experiment with different objects to print with ➤ To create printed patterned pictures ➤ To evaluate our own work and that of others. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Printing with fingers, hands and feet ➤ Print with a range of hard and soft natural and man-made materials e.g. cords, sponge, string, leaves, bark, pine cones ➤ Cardboard prints (Paul Klee and Piet Mondrian) ➤ Create a large scale print |



| Title | Colour Mixing and Expressive Painting |
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| Overview | <p>The aim of this unit is for children to explore primary and secondary colours, colour mixing and expressive mark marking with paint. Children will experience and experiment with paint mixing and paint application using a variety of made and sourced 'tools' to apply and layer paint. Children will begin thinking about how to use colour and mark making in a response to what is already there – a key skill in painting.</p> <p>EYFS</p> <ul style="list-style-type: none"> ➤ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ➤ Uses simple tools to effect changes to materials. ➤ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ➤ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ➤ Create collaboratively, sharing ideas, resources and skills. ➤ Creates representations of both imaginary and real-life ideas, events, people and objects. |
| Vocabulary | <p>Cartridge paper, palettes, acrylic paint / poster paint, sgraffito, impasto, Primary colours, light, dark, tone, warm, cold, shade, bright</p> |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To know the primary colours (red, blue, yellow) ➤ To experiment with tools and create experimental marks ➤ To know the secondary colours (orange, green, purple) ➤ To experiment mark making creating secondary colours ➤ To analyse their creations and create a montage in sketchbooks ➤ To mix and match colours to different artefacts and objects ➤ To experiment painting with different equipment (brushes, natural objects and fingers) with a variety of paint on different surfaces ➤ To explore the work of Jackson Pollock and his approach to painting ➤ To create our own paintings ➤ To show increasing control with the marks made ➤ To evaluate our own work and discuss what we enjoyed about the process of creating our paintings. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Create a colour wheel ➤ Going on a colour hunt ➤ Use of painting charts ➤ Large colour mixing outside with rain and powder paints ➤ Tuff Tray Explorations – Mixing powder paints into shaving foam/paint and cotton reels/ice and paints, textured paint by mixing with sand or mud ➤ To use a range of brushes and natural resources (e.g. twigs) to paint with ➤ (Access Art Resource) |



| Title | Still Life |
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| Overview | The aim of this unit is for the children to develop their observation skills and ability to draw what they see. They will develop skills in sketching, linking what they see to shapes and how they overlap. We will challenge the children to begin to consider proportion and perspective in their drawings. The children will experiment with shading and then apply this learning into their own still life drawing. |
| Vocabulary | Life, shape, form, simplify, overlap, pattern, proportion, perspective, shading, sketch, observe, detail, three dimensional |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To understand what 'still life' drawing is and to look at the work of Jane Cruickshank <p>Close up still life drawing</p> <ul style="list-style-type: none"> ➤ To observe an interesting object (e.g. leaf) using a magnifying glass. ➤ Sketch an object drawing its patterns and textures <p>Still life drawing with shading</p> <ul style="list-style-type: none"> ➤ To draw one simple object, focusing on size, shape and position. ➤ To draw a small selection of objects, understanding space & awareness of objects having a third dimension, and focusing on how they overlap and their proportion and perspective to one another. (e.g. a small bowl of fruit). ➤ To experiment with shading (hatching scribbling, stippling & blending) using a variety of media (pencil, pastel etc). ➤ Use shading to show light and shadow effects and light and dark lines ➤ To draw a small selection of objects, focusing on shading. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Learn about the grades of pencils and explore these ➤ Explore how to create patterns and textures using pencil ➤ Throughout the topic children's marks are increasingly controlled ➤ Children to choose a still life object ➤ Open discussions about starting points for work ➤ Look at Cruickshank's work, children to annotate her work with notes ➤ https://artfulparent.com/observational-drawing-for-kids/ ➤ Children to review their own and others work, sharing how they think and feel about the work. Children will reflect on what they may change or develop in future work ➤ Open Gallery to Parents to view artwork ➤ Continual evaluation takes place |



| Title | Applique and Papier Mache |
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| Overview | This aim of this unit is for children to explore the use of a range of materials and how these can be used to create different forms, textures, shapes and colour. The children will begin learning how to use Applique to recreate a picture and will then move on to creating the same or similar picture using Papier Mache. |
| Vocabulary | Applique, attach, apply, names of materials (e.g. felt, fabric, cardboard, wool, thread,) stitch, thread, Papier Mache, depth, colour matching, design, impress, apply |
| Key Learning Objectives | <p>Part 1: Create a 3d picture – Applique</p> <ul style="list-style-type: none"> ➤ To understand that ‘Applique’ comes from ‘<i>appliquer</i>’ which is French for ‘to attach or apply’ and to understand the create applique creates ➤ To look at examples of a 3d artwork including the artist Kurt Schwitters, notice the shapes, lines, forms and textures created ➤ To explore and experiment with attaching different materials to one another, recording how successful these are and their effects ➤ To draw your own design for your ‘Applique’ picture, including labelling colour and materials ➤ To create a picture using ‘Applique’ <p>Part 2: Create a picture using Papier Mache</p> <ul style="list-style-type: none"> ➤ To experiment with Papier Mache – focus on the shapes, line, forms and textures you can make with the material. Also include experimenting with the amount of liquid applied to the paper and how this effects the finish. ➤ To draw your own design for your Papier Mache picture, including labelling colour and where texture / depth will be used. (design and picture to be constructed from observation and imagination) ➤ To create a picture using Papier Mache – base ➤ To build up my picture using Papier Mache – adding texture, shape and depth (techniques include rolling, pinching, slab, coil and knead) ➤ To add colour to my Papier Mache picture. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Children to use their sketchbook to record their experiences of attaching different materials – how well it worked etc. ➤ Children to explore lots of possible ideas for the children to use to inspire their own picture design. Children could find and use a simple picture that they would like to use. ➤ Pictures could be linked to topic e.g. Castles ➤ Use corrugated cardboard to add the Papier Mache too, so that it is strong enough to hold the weight. ➤ Encourage children to develop ideas by trying things out and changing original ideas/plans through the planning and making process ➤ Children will be using tools and equipment safely with growing accuracy ➤ Open Gallery to Parents to view artwork. |



| Title | Indian Block Printing |
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| Overview | The aim of this unit is for the children to learn about a form of Art from another culture and alternative method of creating Art. The children will learn where block printing originated from and how it used in India on fabrics and in clothes production. |
| Vocabulary | Block, printing, relief, impressed, build up, monochrome, repeating patterns, printing, palettes, press print, over printing, colour |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To understand where block printing originated from and how it is used. ➤ Learn about the role of craftspeople involved in Indian and the process undertaken, including tools, equipment and materials ➤ To look at the designer and printer, Freya Moses, and compare techniques and prints ➤ To experiment using polystyrene blocks to print with relief prints. ➤ To experiment using polystyrene blocks to print with impressed prints. ➤ To design a print (label the relief and impressed parts and the colour, need to include the monochrome and colour). ➤ To use printing equipment and media correctly to be able to produce a clean printed image ➤ To create a printed fabric using Indian block printing |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Use videos to show children Indian block printing in India ➤ Look at 'Indian Strings' handcrafted printers from India (Instagram Page) ➤ Have real life examples of Indian Block prints and printings for children to look closely at and explore. ➤ Identify different types of printing (books, posters, pictures, fabrics etc.) ➤ Children to create a simple authentic print with relief and impressed elements inspired by Indian printing making ➤ Children learn and explore pattern forms in their sketchbook (repeating, half drop, full drop and random) ➤ Children experience fabric printing ➤ Regular evaluations of the process, opportunity to share experiences, suggestions for improvements and strengths |



| Title | Cubism |
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| Overview | The aim of this unit is for the children to be able to develop their painting skills, painting with an increasing accuracy and confidence. We will begin by looking at Pablo Picasso and his Cubist works. Children will use their sketchbooks to explore cubism and then create their own cubist portraits which they will paint. |
| Vocabulary | Pablo Picasso, Cubist, Cubism, Portrait, bold, shapes, colour, shades, tone, lighten, darken |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To understand and explore cubism ➤ To look at the work of Pablo Picasso ➤ To revisit primary and secondary colours ➤ To know how to mix colours to create shades and tones & lighten and darken (without the use of black and white) ➤ To experiment with a range of brushes and brush strokes ➤ To look at the work of Henry Fraser considering the accuracy and lines of his artwork ➤ To explore painting techniques (layering, mixing media and adding texture) ➤ To learn the skills of portrait painting ➤ To plan a cubist portrait ➤ To paint a cubist portrait |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Children will understand Cubism and in particular look at the works of Pablo Picasso. ➤ Use Sketchbooks to collect favourite cubism works and record individual responses ➤ Children experiment with brushes & brush strokes and select the correct tools and techniques for the task ➤ Throughout this unit children show an increased control in the types of marks made ➤ Experiment with creating tones and shades of colours ➤ Children to plan, draw and paint a cubist portrait ➤ Artcraftkids.com/art/Picasso-faces-easy-art-for-kids/ |



Barn Owl Class

| Title | Portraits |
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| Overview | Within this topic, children will be creating portraits, developing previous drawing techniques and learning the skills and knowledge needed to create successful portraits. Children will be drawing shapes, lines, intricate patterns and details for finer details like the eyes and lips. There will be exploration with media using pencil, chalk, pastel and charcoal. |
| Vocabulary | Hatching, scribbling, stippling, blending, shadow, light, dimension, perspective, proportion, observation, lines, marks, tones, |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To revisit key drawing skills ➤ To learn about the key features needed in a portrait ➤ To complete a line study ➤ To look at seeing and drawing features ➤ To learn about measurement and proportion in portraits ➤ To have a visit from a local artist, Debbie Storey ➤ To experiment drawing features with different media ➤ To draw a portrait ➤ To learn about the artist Kehinde Wiley and his portrait style ➤ To add backgrounds inspired by Kehinde Wiley to our portraits |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ To use black and white paint to paint a skull to identify main features. Ask the children, What are the main features? Can you see the eye sockets, cheek bones, roundness of the crown? ➤ Complete a line study of a partners face to learn about the main shapes and lines needed ➤ Look and seeing and drawing features – which is more realistic? Learn about drawing what you can see rather than what you think you can see. ➤ (Introduction to Portraits by Hester Berry – Art Resource on Access Art) ➤ Learn from a local artist, Debbie Storey ➤ Learn about Kehinde Wiley and the importance of his artistic work, consider senses, messages and how it could inspire and influence your artwork ➤ Use, shapes, lines and textures, intricate patterns and marks using techniques ➤ Work from a variety of sources including real life objects/observation photographs/digital images. ➤ Develop close observational skills using viewfinders. ➤ Build up stamina for drawing |



| Title | Paper Relief Structures |
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| Overview | In this topic we will understand how paper can be manipulated in many ways to create sculptures. The key artist we will be inspired by is Charles McGee and his paper relief structures incorporated with black and white detail. We will also look at the Spanish paper artist Raya Sader Bujana and the British paper artist Helen Musselwhite and their approaches to paper art. |
| Vocabulary | Texture form shape layering manipulating fringing curling pleating spiral chains interlocking |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To understand and explore sculptures created from different materials ➤ To look at the artist Helen Musselwhite and her paper sculptures ➤ To look at the artist Raya Sader Bujana and her paper sculptures ➤ To make comparisons between the artists sculptures ➤ To explore paper sculpture techniques and the construction of paper forms ➤ To learn about the artist Charles McGee and his sculptures including the 'United we Stand Sculpture' ➤ To explore the use of black and white lines, shapes and patterns for effect, including zentangles ➤ To plan a paper relief structure, carefully considering the theme, manipulation of paper, colours and inspiration ➤ To create a paper relief structure ➤ To evaluate their creation |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Understand the importance of his sculpture 'United we Stand' outside the entrance of the Charles H. Wright Museum of African American History ➤ Use a variety of papers and colours to explore effects ➤ Arrange pieces of paper closely to create one shape. ➤ Freedom to explore possibilities without being restricted by 'expected' outcomes. ➤ Children to take part in an evaluation. |



| Title | Lino Printing |
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| Overview | The aim of this topic is to learn about great artists, architects and designers in history with a particular focus on Thomas Bewick and William Morris, understanding the huge impact these artist had. Children will compare styles of these artists and create art work using print making resources such as polystyrene and lino printing. The final outcome is to make a 3 layered lino print imitating some element for either focus Artist. |
| Vocabulary | Architects, surface detail, printing blocks, tiles, colour overlays, lino prints |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ Learn about impact (role/purpose) of local printer working in 1800s. ➤ Experiment with ways in which surface detail can be added to drawings. ➤ Explore and evaluate the role and impact of William Morris. ➤ Experiment with ways in which surface detail can be added to drawings. ➤ Apply simple use of pattern and texture in a drawing. ➤ Create printing blocks using a relief or impress method. ➤ Create repeating patterns and explore mono printing ➤ Use more specific colour language. ➤ Adapt their work ➤ Print with two colour overlays. ➤ Annotate work in sketch book. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Introduce children to Thomas Bewick (Cherryburn) and explain impact of his work. ➤ Teach children about Morris' individual style. Discuss impact. Can they spot the 'odd one out' which isn't Morris? ➤ Carve their pattern carefully into polystyrene blocks. ➤ Practise printing techniques. Children make a repeating pattern and mono prints ➤ Create a Lino print (inking and printing) ➤ Cleaning the lino and making second cut ➤ Transferring the next tones. ➤ Children to take part in an evaluation. |



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| Title | Henri Rousseau |
| Overview | The artist in focus is Henri Rousseau. Children will use their sketch books to record their observations and use them to review and revisit idea, improving their mastery of art and design techniques, focussing mainly on painting and colour mixing. |
| Vocabulary | Tonal variation, natural texture, swatches, mixing |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To use sketchbooks to record and sketch observations from real life. ➤ To explore and evaluate the tonal variation in Rousseau's paintings. ➤ To use sketches and swatches to create small painted studies ➤ I can experiment with composition. ➤ I can experiment with different effects and textures using paint (watercolour and acrylic) and show a confidence and control in the lines made demonstrating effects and textures. ➤ I can sketch, compose and paint a Henri Rousseau inspired picture (animal portrait). |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Take on the role of Henri Rousseau and use the gardens and surroundings to sketch ideas for their own versions of Rousseau's paintings. ➤ Take children outside and pick interesting plants. Leaf shapes, spikey grass and the palms in the garden are ideal for this. ➤ Allow children 12- 20 minutes to make a series of sketches. ➤ Children to create 'swatches' of colour to use in their paintings. ➤ Children explore colour mixing with different medium, showing an ability to create shades and tones, light and dark and an understanding of complimentary colours. ➤ Use the rainforest images, stress the importance of sketching first and then building up the colours using mixing techniques. ➤ Have pieces of paper nearby so children can test out the paints they have mixed. ➤ Children to carefully cut out the animals that they might want to include in their picture. Get them to think about how they are arranging the pictures on the pages. Children can use jungle backgrounds or sketch their own. ➤ Children to complete and animal sketch using tone and shade in the style of Henri Rousseau. ➤ Children select the correct brushes needed depending on the task. ➤ Children to take part in an evaluation. |



Otter Class

| Title | Drawing – Perspective Through Landscapes |
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| Overview | The aim of this unit is for the children to develop their drawing techniques. The children will explore the concept of perspective and how it can be used to make artwork look more realistic. They will learn about the work of Lowry and how he used perspective in his artwork. The children will create a final piece, using the techniques they have learnt. |
| Vocabulary | Perspective, Lowry, vanishing point, focal point, horizon, foreground, background, proportion, hatching, shading. |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To know understand the concept of perspective ➤ To learn about the artist Laurence Lowry and explore and evaluate his artwork ➤ To learn about the artist Stephen Wiltshire and explore and evaluate his artwork ➤ To make comparisons between perspective artists ➤ To practice using perspective in drawings ➤ To understand scale and proportion ➤ To further explore texture with pencil (shading and hatching), revisiting previous knowledge and skills taught of line, tone, pattern and texture. ➤ To use pencil to create a piece of artwork which has perspective (final piece) |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Children to be shown photos taken with different perspectives and discuss in groups ➤ Study the work of Lowry & Wiltshire – what can you see? What do you notice? What do you like? What techniques has he used? ➤ Children to practice drawing a simple street of houses with perspective ➤ Create different textures with pencil ➤ Children have the opportunity to explore with pencil, pen, graphite and charcoal ➤ Experiment with scale and proportion – are objects in the background bigger or smaller than foreground? How can we make something look further away? ➤ Create a final piece using perspective and using pencil to draw accurately ➤ Children apply the previous skills and knowledge taught of line, tone, pattern and texture and this is evident in their final piece ➤ Children will work on their final piece of a sustained period of time ➤ Regular evaluation throughout the unit of work. |



| Title | Exploring Sculpture |
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| Overview | <p>In this unit the children will explore the technique of 3d model sculpture. They will gain an understanding of how different materials can be used to create different textures and how different materials are used to create sculptures. The children will research the work of sculptor, Cathy Miles. They will evaluate and analyse her work using the key language taught. The children will then work collaboratively to create a sculpture from wire. They will experiment creating texture by various techniques including adding additional materials.</p> |
| Vocabulary | Texture, Cathy Miles, shape, form, 3D, wire, manipulate, join, bend. |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To explain what texture is, describe its effect ➤ To explore creating different textures from different materials ➤ To study the work of Cathy Miles ➤ To evaluate sculptures created by Cathy Miles ➤ To plan a class sculpture (a tree of birds) ➤ To design their own bird to make out of wire and Modroc ➤ To explore the ways in which wire can be manipulated into different shapes ➤ To choose tools based on the required purpose and use these safely ➤ To join and secure materials ➤ To complete work over constructed foundations ➤ To apply suitable finishing techniques ➤ To use a variety of materials to add further texture and colour (e.g. plastic bags, tissue paper, feathers, string, wool, paper etc) |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Look at photos and examples of different sculptures – explore what they are made from and children discuss what they like/don't like ➤ Children to show how paint/pencil can be used to create texture on a flat surface and how other materials have a texture (smooth, rough, bumpy, silky, fluffy etc.) ➤ Make paper sculptures ➤ Explore a range of materials and how they can be manipulated to create different textures ➤ Use internet to research the work of Cathy Miles ➤ Choose one sculpture by Cathy Miles and evaluate – children present this to the class ➤ Investigate how wire can be used to create different 3D shapes ➤ Draw out design of their own bird for the class sculpture ➤ Use finishing techniques to add texture and colour to their bird ➤ Regular evaluation throughout the unit of work. |

