Architecture and Sculpture

Year 1

Scheme unit / Overview

Year 1
Visual Arts
Architecture and Sculpture

Lesson Series:

1. Introduction to Architecture
2. Architectural Features
3. Designing a Building
4. Understanding Sculpture
5. A study of Degas' *Little Dancer*
6. Completing sculpture
7. Assessment

National Curriculum Coverage:

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

What you need to know:

- Architecture is the design of buildings. Buildings are designed by an architect.
- Westminster Abbey – The Abbey has been the coronation church since 1066 and is the final resting place of seventeen monarchs. The present church, begun by Henry III in 1245, is one of the most important Gothic buildings in the country. Westminster Abbey is also the place where some of the most significant people in the nation's history are buried or commemorated.
- The Houses of Parliament - The new Palace of Westminster was custom-built by the Victorian architect Charles Barry for Parliament to use. They contain the House of Commons and the House of Lords. In 1836, the commissioners organized a public competition to design a new Palace which was won by Charles Barry won. Construction of the Clock Tower, known as Big Ben began in September 1843.
- St Paul's Cathedral – St Paul's Cathedral, London, is an Anglican cathedral, and the church of the Bishop of London. The present church, dating from the late 17th century, was designed in the English Baroque style by Sir Christopher Wren. Its construction, which took 32 years, was part of a major rebuilding program in the City after the devastation of The Great Fire of London.
- Most buildings will have different features built as part of their design, such as arches and domes. Features in buildings can have different purposes: decorative, functional or both.
- Buildings have different purposes and architects need to consider the purpose of a building when they are designing it.
- Sculpture is a 3-D art form, meaning that it is a piece of art that can be seen from all sides. Some sculptures are carved from solid pieces of stone or wood. Other sculptors prefer to build their sculpture from modelling wax or clay, sometimes using a frame to provide stability and shape. Sculptures that are made using wax or clay are often then copied using a stronger material such as bronze. This process is described as creating a 'cast'. Degas made a sculpture from wax called *Little Dancer Aged Fourteen* which was made from wax and then cast in bronze.

Lesson Plan

Lesson 5: Designing and Creating Sculptures

This lesson could be split over two sessions or may require an extended lesson. Children will be designing and then making a sculpture. The subject of their sculpture could be something decided entirely independently or it could fit within a theme from another area of the curriculum. For example if you are studying animals in science, you may want the children to create a sculpture of an animal of their choice. When planning this lesson, ensure all safety considerations have been taken into account and that children understand how to handle tools and materials safely.

See page 168 of What your Year 1 Child Needs to Know

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
To design and create a sculpture.	Sculpture is a 3D form of art. Designing means thinking about what something will look like. A person who creates sculptures is called a sculptor.	Designing: Decide if you want your class to focus on sculpting a particular thing, for example a bowl, an animal, an insect etc. Alternatively you may prefer the children to explore sculpture independently without a set goal. The designing process can be recorded through sketching or could just involve gathering ideas from images and from children's own experience and discussing them. Creating: Give children an appropriate material for sculpting. Clay is a good choice, but sculpture can also involve fixing together different materials such as beads, buttons, card and feathers. Whichever material you are using, make sure children have a range of appropriate tools to use. Ensure all children are aware of how to use the materials and tools safely. Before children embark upon their sculpting, model how to manipulate the material and how to use the tools.	craft modelling moulding shaping tools safety design sculptor	*Can you tell me about your design?* *Can you tell me how you created your sculpture?*

Resources:

BBC Class Clip on sculpture using clay

BBC Class Clip- Making a clay dinosaur

Lesson 5

Study of Degas' *Little Dancer*

Knowledge Organiser

Knowledge Organiser- Architecture and Sculpture (Visual Arts- Year One)

Key Vocabulary	Definition
architecture	The art of designing buildings
architect	A person who designs buildings
design	Planning and drawing how a building is going to look
dome 	A rounded roof of a building with a circle shaped base
pillar 	A tall, straight part of a building that is sometimes decorated, often holds up another part of the building
arch 	A curved part of a building that you can walk under, sometimes an arch holds up a bridge or a roof
tower 	A tall, narrow building, or part of a building
purpose	The reason why a building has been made and what it is used for
sculpture	Art that is made through changing wood, metal or other materials
sculptor	A person who makes a sculpture
3D art	Art that you can hold and see all around
2D art	A flat piece of art, for example a drawing or a photo

	Westminster Abbey
	The Houses of Parliament
	St Paul's Cathedral
	Little Dancer by Degas

What do we already know?

- I know that a person who creates a sculpture is called a sculptor.
- I know that sculptures can be made from different materials.
- I know that sculptures are 3D.

Key Vocabulary

Sculpture

Sculptor

Material

Wax

Clay

Bronze

What are we learning today?

LO: I can paint a sculpture.

Success Criteria:

- I can mix three colours together.
- I can paint all of my sculpture.
- I can use smooth brushstrokes.

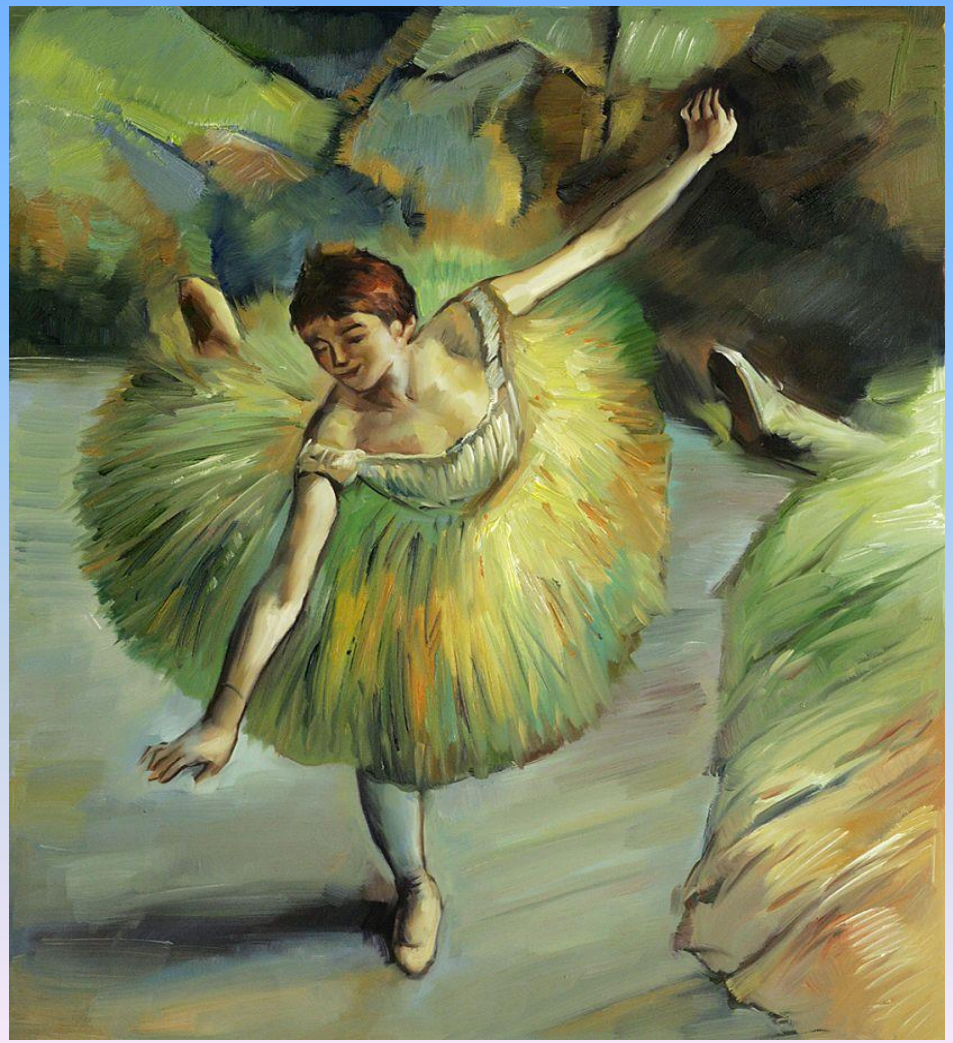
Teach

"Hey Year 1! It's Andy again! I'm going to show you a picture of a famous painting and sculpture.

Can you think about what is similar and different about them?"



Teach



Degas

Dancer tilting

1883

Teach

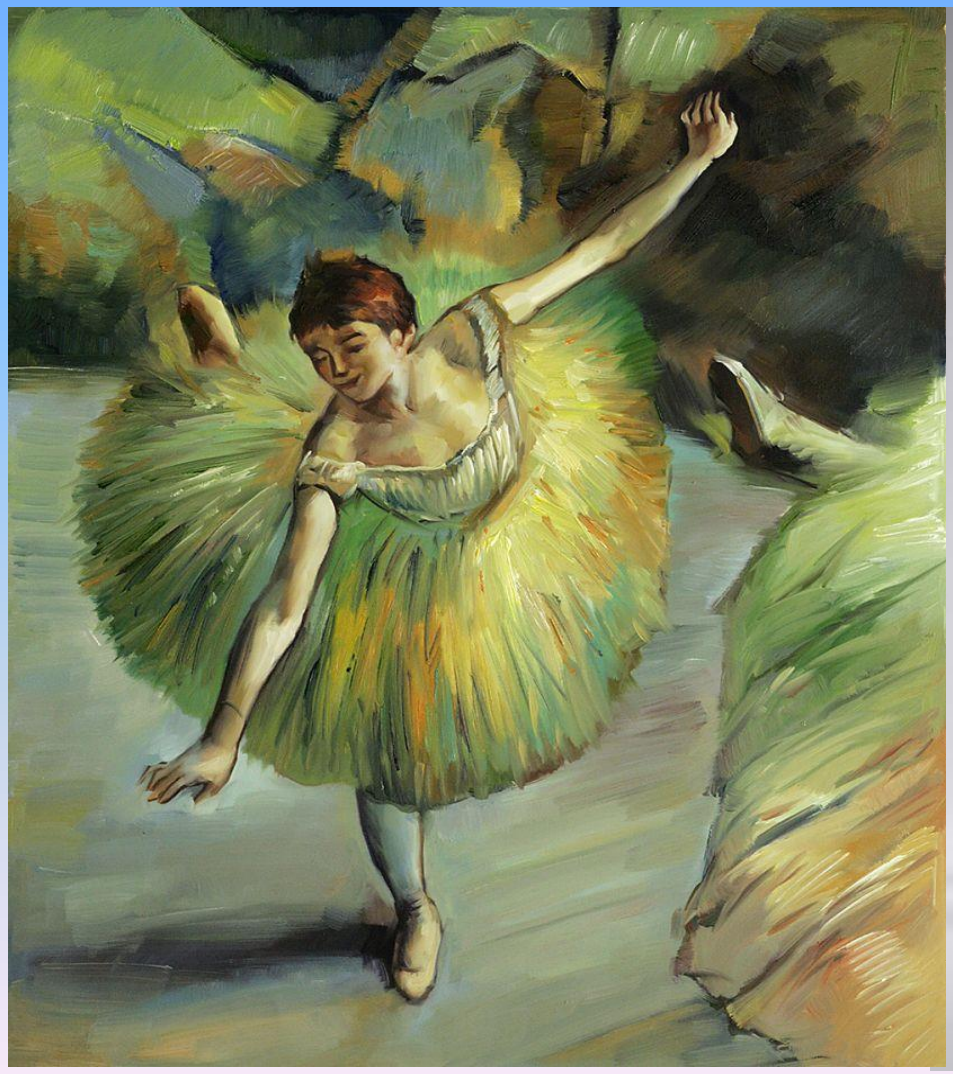
Degas

Little Dancer Aged Fourteen

1880-81



What is similar and what is different?





Teach

"Edgar Degas created both of these images from sketches he made of ballerinas.

Edgar was a sculptor and painter (like me!).

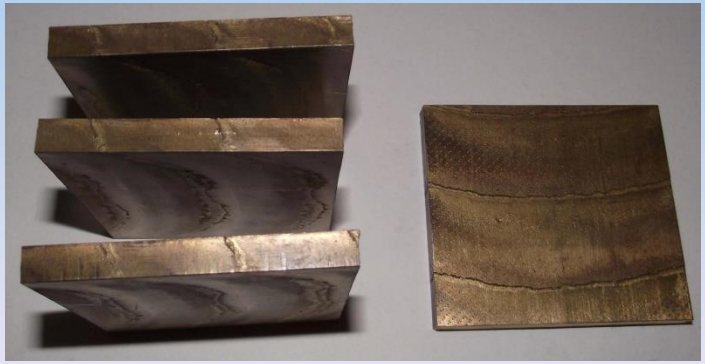
Remember, a sculptor is an artist who makes sculptures."



Teach

"Edgar Degas made his first sculpture from wax. After he died, some people thought they would copy his sculpture but make it out of bronze instead!"







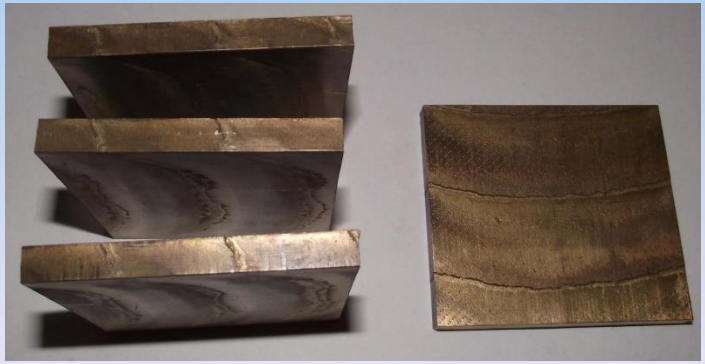
Teach

"Which material do you think is stronger and why?

Which one do you think would last longer and why?

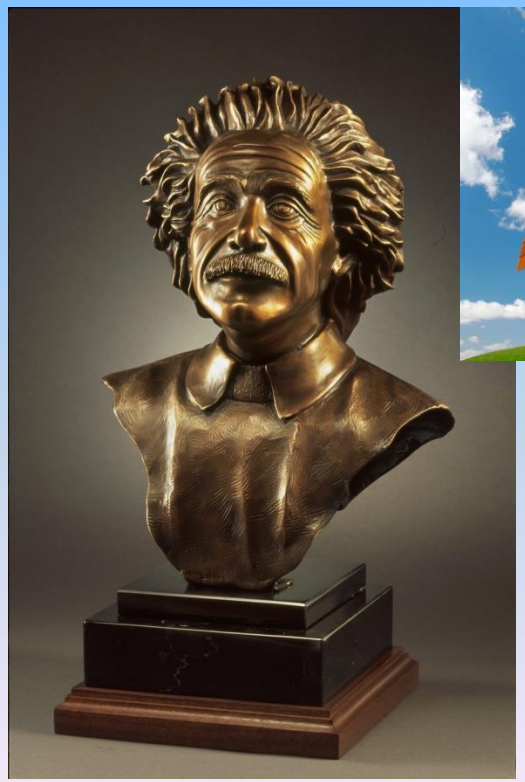
Why do you think some people made Degas' sculptures out of bronze after he died?"





Talk Task

Which sculptures are made from bronze or not bronze?









Teach

"Last week we looked at the artist Myung Nam An.

What material did we make our sculptures out of?

What did they look like?"



Talk task



Task / Model

"Today we are going to paint our sculptures.

What colours will we use?

Where will you put your colours?

How will you mix your colours?"



Task / Model

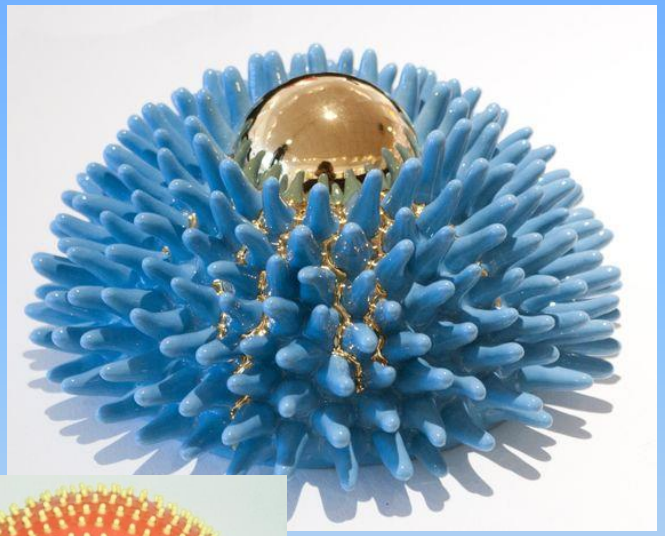
"Remember...

Use bright colours!

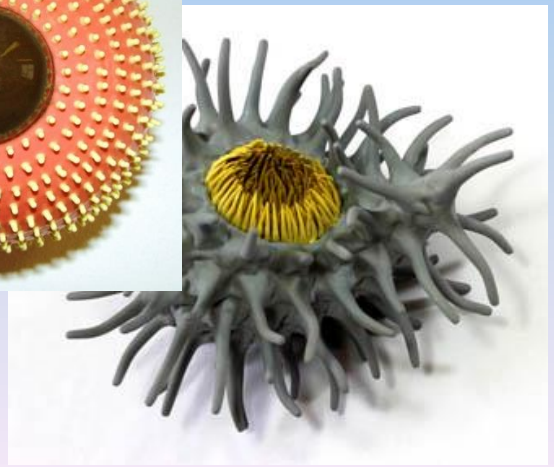
Use no more than 3 colours to paint.

Use careful and smooth brushstrokes.

We can paint them with PVA glue when they are dry so they are shiny."







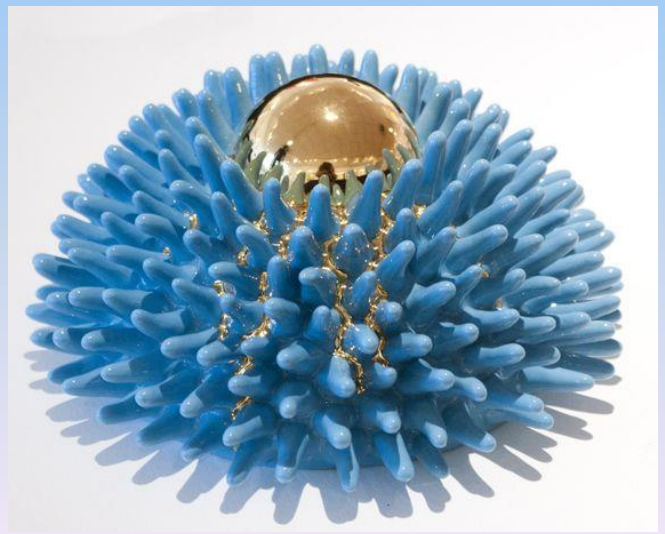
Task / Model

"We can paint our sculptures next week, once they are dry!"

Here are some more ideas...









Plenary / Step for Depth

"Find a partner. Tell them what you think is successful about your sculpture. That means, what is good about it!

What would you do differently next time? Is there anything that could make your sculpture even better

Great work everyone!"



"See you soon!"

