



ART & DESIGN CLASS 4

Summer 2 Cycle B

Sculpture: Paper Mâché (Volcanoes) **Artists:** Bernie Kaminski, Joel Garcia, Ugo Rondinone

Substantive Knowledge <ul style="list-style-type: none"> • To know how to plan a sculpture by drawing. • To generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • To explore how to join larger pieces of materials, exploring what gives 3D shapes stability. • To use a wider range of materials and tools, selecting and using these appropriately with more independence. 	Markers for Assessment <ul style="list-style-type: none"> • Children will plan their sculpture in sketchbooks, and test whether their ideas will work by exploring paper mâché. • Children will create a 3D paper mâché sculpture that is stable and joined properly. • Children will incorporate a wider range of materials into their design. 	Below	Above
Disciplinary Knowledge <ul style="list-style-type: none"> • To confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • To discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. 	<ul style="list-style-type: none"> • Children will study the techniques, colour, tone, textures and patterns used in the work of paper mâché artists. • Children will offer advice, confidence and praise to others. • Children use evaluation to understand what they need to do to improve and that all artists do this. 		
Prior Substantive Knowledge <ul style="list-style-type: none"> • I am increasingly confident designing and making in 3D (eg using card, found objects, clay). I work safely, persevering when the work is challenging. • I can design and make more complex Forms in 3D using a range of modelling materials, understanding how to finish work to a good standard. 	Vocabulary Sculpture, paper mâché, shape, form, texture, surface, armature, experimentation, malleable, rigid, proportion, adapt, modify		
Prior Disciplinary Knowledge <ul style="list-style-type: none"> • I have studied how other artists' make art, including the work of other peoples and cultures, past and present. • I have learned about the techniques & processes used in artists' work & use this to produce original work. 			
Questions (potential 'hook' questions for lessons) <ul style="list-style-type: none"> • Who first made sculpture using paper mâché? • Can you mould paper pulp and paste into a sculpture using only your hands and modelling tools? • Can you use papier mâché to create a textured/sculpted pattern on another surface i.e. a piece of wood or cardboard? 	Cross-Curricular/Enrichment Geography – Volcanoes PSHE – responsibility to our planet Science – forces English – non fiction texts and writing History - Pompeii		

Year 4 Year 5