

Art

Form Year 6

National curriculum

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- To learn about great artists, architects and designers in history.

Key knowledge and skills – Year 6

Sticky Knowledge

- . Henry Moore was born in Yorkshire
- . Henry Moore's best-known work features massive bronze sculptures. These are usually abstract versions of the human form and often contain hollow spaces.
- . Giacometti was born in Switzerland
- . Giacometti's sculptures of the human form became larger, thinner and more elongated as the years passed by
- . Giacometti once said that he wasn't sculpting the human body but rather the shadow it cast.
- . An armature provides a structure to sculpt over

Exploring and Developing Ideas

- . Compare ideas and methods in the work of artists

3D Form

- . Shape, form, model and join with confidence
- . Take into account the properties of the materials being used
- . Papier mache over more complex moulds

Drawing

- . Produce increasingly detailed preparatory drawings for painting and other work

Evaluating and Deepening Work

- . Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them

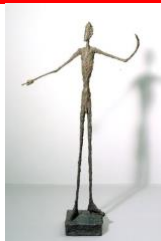
Vocabulary

Shape
Form
Model
Join
Properties
Media
Mod roc
Carve
Moulds
Armature

Henry Moore



Giacometti



Wire and mod roc



Tin foil



Learning Objective

Lesson 1: Investigate

LO: To compare the sculptures by Henry Moore and Giacometti and understand the techniques used to make them

Sticky Knowledge:

- . Henry Moore was born in Yorkshire
- . Henry Moore's best-known work features massive bronze sculptures. These are usually abstract versions of the human form and often contain hollow spaces.

Lesson outline

Artist Research- Henry Moore and Giacometti. Gather information using secondary sources.

Henry Moore: [Biography - About Henry Moore - Henry Moore Foundation \(henry-moore.org\)](https://www.henry-moore.org/biography)

Giacometti: [Alberto Giacometti 1901–1966 | Tate](https://www.tate.org.uk/art/artists/giacometti-alberto)

Similarities and differences.

What do you notice about the shapes used?

What do you think Henry Moore's sculptures represent?

What materials are used to create his sculptures?

How do you think the sculptures were created?

Explain to the children that now were clear on who Henry Moore and Giacometti and what type of art they created, we can now look at the sculptures in detail and analyse how we could recreate them.

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| <ul style="list-style-type: none"> . Giacometti was born in Switzerland . Giacometti's sculptures of the human form became larger, thinner and more elongated as the years passed by . Giacometti once said that he wasn't sculpting the human body but rather the shadow it cast. <p>Art Skills: Compare ideas and methods in the work of artists</p> | <p>Refer to sticky knowledge facts throughout</p> | |
| <p>Lesson 2: Focus practical tasks</p> <p>LO: To know how to use armature to create a sculpture</p> <p>Sticky Knowledge: An armature provides a structure to sculpt over</p> <p>Art Skills: Shape, form, model and join with confidence</p> | <p>Recap prior learning from the previous lesson.</p> <p>Show the children the resources and a created piece made from tin foil in the style of Giacometti and a piece in the style of Henry Moore made with plastercine</p> <p>Explain the steps and process of making etc piece- less able children may need adult support. Each child makes their own (Focus practical not own piece)</p> <p>Ensure pictures are taken at each stage</p> <p>Children to choose one to cover in modroc</p> | |
| <p>Lesson 3: Focus practical tasks</p> <p>LO: To know how to create shapes using paper armature</p> <p>Art Skills: Take into account the properties of the materials being used</p> | <p>Children make different 3D shapes- focus on limbs of the sculpturers by rolling thin tubes of paper and balls of paper, bending and twisting into shapes and using masking tape to fix them together.</p> <p>Evaluate the effectiveness- children to identify what they would change in preparation for the final design</p> | |
| <p>Lesson 4: Planning</p> <p>LO: To plan a large-scale sculpture</p> <p>Art Skills: Produce increasingly detailed preparatory drawings for painting and other work</p> | <p>In groups, design a large sculpture based on Henry Moore- could be a figure, animal etc- in the style of Henry Moore and Giacometti</p> <ul style="list-style-type: none"> - Children to create a final design label with what it's made of and steps on how it will be created | |
| <p>Lesson 5: Final piece</p> <p>LO: To build a large-scale sculpture using paper armature</p> <p>Art Skills: Shape, form, model and join with confidence</p> <p>Papier mache over more complex moulds</p> | <p>Work in pairs to build the armature of their sculpture using rolled and scrunched paper and moulding it into shape using masking tape.</p> <p>Cover the armature in papier mache</p> | |
| <p>Lesson 6: Final Piece and Evaluation</p> <p>LO: To evaluate their sculpture</p> <p>Art Skills: Compare ideas, methods and approaches in their own and others' work and say what they think and feel about it</p> | <p>Children to evaluate what went well and what they would change</p> <p>Photo to be taken.</p> | |
| <p>Working towards</p> | <p>End of unit assessment</p> <p>Working at Age related expectations</p> | <p>Working at a greater depth</p> |

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