

Unit Overview for Art and Design, Subject: Sculpture (3D Egyptian Themed Models (Ushabti Funerary Figurines/Sarcophagi) Year 4: Autumn Term

Key Vocabulary: *Form, shape, texture, composition, profile, stylised, proportion, decoration, Ornate, symbolic, perspective, wedging, pinch, ceramics, clay, score, and slip, self-hardening.*

Media/tools:
Clay work with modelling tools.

Key Artists:
 Ancient Egyptian and Roman busts of Cleopatra
 Historical Art



PRIOR LEARNING STARTING POINTS:
*Most children can collect ideas and images, gathering images and making drawings to inform future work.
 Combine and manipulate materials to explore structure and form.
 Work collaboratively as part of a group on a project that is either inside or outdoors.
 Makes experimental or sculptures on a large or small scale.
 Understand the safety and basic care of materials and tools.*

Curriculum Skills	Learning Intention	Knowledge
<p>KEY LEARNING: SKILLS AND KNOWLEDGE <i>Control modelling with clay – making attachments with clay, using slip e.g., noses to faces. Control the use of tools and their suitability for different tasks - care and safe use of tools. Choose the correct materials for different projects – know that clay must be kept damp, takes time to dry and may not be suitable for the task. Talk about their work, understanding that it has been sculpted, modelled, or constructed;</i></p>	<p>Artists – evaluating, analysing and contextual knowledge. How do Egyptian and Roman sculptures of Cleopatra differ? Recognise different media used in different sculptures. Analyse techniques used when creating a sculpture. Discuss the style of different artists. Discuss children’s preferences between styles and their reasons for this.</p>	<p>INTENDED END POINTS: UNDERSTANDING <i>The design process is a necessary starting part for any sculpture - using 2d form in sketchbooks. Materials have very different qualities that may not always be appropriate for their work. Understand the limitations of materials - clay will dry out and any unsecured attachments will fall off.</i></p>
	<p>Accumulation of technical skills How can we create different styles in a 3D form?</p>	

	<p>Investigate use of tools and the effect they create when used on clay.</p> <p>Practise modelling key features such as noses and look at how to alter these to fit different styles such as the Roman nose.</p> <p>Use slip and scoring to practise secure joining techniques.</p>	
	<p>Innovation and Application</p> <p>How would you design a sculpture in the same theme?</p> <p>Discuss preference between the two styles and how to use these to inspire our own sculpture.</p> <p>Design a sculpture in the style of one of those analysed.</p> <p>Which one feature would you change before creating your sculpture?</p> <p>Create a clay sculpture of the bust of Cleopatra.</p> <p>Use tools to create desired effects</p> <p>Use slip and scoring to securely join clay to create key features.</p>	
	<p>Creative Reflection</p> <p>Is your artwork effective?</p> <p>Decide what has been effective on the sculpture.</p> <p>Decide what could be improved next time.</p> <p>Discuss which feature draws the eye.</p>	

Thinking Deeper:

How would a modern-day sculpture of an important figure differ to these historical sculptures?

Links to other Subjects

- **Subject Specific links:** History – cross curricular links to unit on Ancient Egypt. Discussion of this link are generated throughout the unit.
- **Personal Development:** Creativity, resilience, expression of self.
- **S.M.S.C.:** Developing knowledge of a range of styles.

- **Cultural Capital:** Recognise and be able to name some famous Egyptian sculptures.
Compare and contrast sculpture from different times of Ancient Egyptian Dynasties.
- **British Values:** Compare our monarchy to the pharaohs of Ancient Egypt.
- **Careers:** Discussion about a range of artists and their jobs.
- **Equality:** Displaying completed busts to embrace the equality of all art being appreciated.