

Unit Overview for Art and Design - Subject: 3D Sculpture

Year Five: Autumn Term

Key Vocabulary: Realistic proportion, surface texture, balance, scale, transform, composition, Structure, construct, flexible, pliable, hollow, solid, surface, plane, angle, slip, attachment, relief, coil pot, slip, roll, smooth.

Media/tools: Kidney tool, modelling tools, clay, slip bath.

Key Artists:

Artists: Ancient Mayan ceremonial Masks



PRIOR LEARNING

STARTING POINTS:

Most children can 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.

Curriculum Skills	Learning Intention	Knowledge
<p>KEY LEARNING: SKILLS AND KNOWLEDGE Control modelling with clay, cardboard and other materials – Making attachments with clay, using scoring and slip Plan a sculpture through drawing and other preparatory work. Extend construction skills by experimenting - card cutting, bending, scoring, folding and sticking Describe the different qualities involved in modelling, sculpture and construction; Use recycled, natural and manmade materials to create sculpture.</p>	<p>Artists – evaluating, analysing and contextual knowledge What did the Mayans use masks for? Explore Mayan ceremonial masks, identifying what they were used for. Discuss other civilisations who have used similar masks. Identify the materials used to create the masks. Compare materials from the different civilisations to make the masks.</p> <p>What other 3d creative items did the Mayans create?</p>	<p>INTENDED END POINTS: UNDERSTANDING 2D design is the starting point for 3D sculpture Materials have very different qualities that may not always be appropriate for their work. Materials have limitations - clay will dry out and possibly crack, glue should not be heavily applied to obtain a strong bond.</p>

	<p>Explore sculptures and recordings made by the Mayans.</p> <p>Discuss techniques and materials used to create the artefacts.</p> <p>Discuss how artefacts were painted and materials used to create paints.</p> <p>Make observational drawings of specific parts of Mayan artefacts.</p>	
	<p>Accumulation of technical skill</p> <p>Can we create a ceremonial burial mask?</p> <p>Children design a ceremonial burial mask using Mayan masks for inspiration.</p> <p>Children practise sculpting techniques using slip to join parts.</p> <p>Children will use a mould to give the sculpture a more structural shape.</p>	
	<p>Innovation and application</p> <p>How can you use a Mayan mask for inspiration?</p> <p>Children use different techniques observed in Mayan masks: adding clay to make 3d shape; draping mask over a mould to give further dimension; adding carved designs for added detail and painting sculpture using appropriate colours for the type of mask.</p>	
	<p>Creative Reflection</p> <p>What would you do to develop your sculpture?</p> <p>Children reflect upon what has been successful and what could be improved.</p>	
<p>Thinking Deeper: Why have specific materials been used to make different types of masks in the Maya and other civilisations?</p>		
<p>Links to other subjects:</p>		
<ul style="list-style-type: none"> • Subject Specific links: Literacy – annotations and reflections; History- making links between other civilisations and mask use; Science- materials and their properties. 		
<ul style="list-style-type: none"> • Personal Development: To build problem solving skills when attaching parts to the mask and building dimension. 		

- **S.M.S.C.:** Use imagination and creativity to explore ideas and feelings in works of art.

- **Cultural Capital:** Reflect upon traditions and customs within different civilisations.

- **British Values:** Respecting the beliefs and customs of different faiths.

- **Careers:** Theatre-linked to wearing masks in Ancient Greece; religion- the wearing of different costumes/head dresses; armed forces- linked to warriors.

- **Equality:** – Linked to why people from different civilisations differ in appearance, equality between people of different backgrounds and cultures.