





**Theme: Sculpture**

National Curriculum	Wk.	NC coverage	Knowledge and Skills	Key Vocab	Activity Outline
<p><b>Purpose of study:</b> Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p><b>Aims</b> The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and</li> </ul>	<p align="center">1</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• about great artists, architects and designers in history</li> </ul>	<p>Year 4: Use language appropriate to skill and technique.</p> <p>Year 5: Describe the different qualities involved in modelling, sculpture and construction.</p>	<p>Abstract</p> <p>Kinetic</p> <p>Relief</p>	<p>TBQ: What is sculpture?</p> <p><b>Sketchbook lesson</b></p> <p>Begin with a simple question: "What do you think sculpture is?" Write student responses on the board. Guide them to the understanding that sculpture is a three-dimensional artwork that can be viewed from all angles. Discuss the difference between two-dimensional (e.g., painting, drawing) and three-dimensional art. Sculptures have height, width, and depth.</p> <p>Explain the two main types of sculpture:  <u>Free-standing sculptures</u> (e.g., statues, busts) that are separate from any background.  <u>Relief sculptures</u> (e.g., bas-relief, high-relief) that are attached to a background and may be partially 3D.            Briefly introduce <u>kinetic sculptures</u> (sculptures that move, like those by Alexander Calder) and abstract sculptures (which focus on form rather than realistic representation, such as works by Henry Moore).</p> <p>Discuss how sculptures are made from different materials, including stone, wood, metal, clay, and even recycled objects. Ask students: What do you think about these sculptures? Are they realistic or abstract? Why? What materials do you think these sculptures are made from? How does the size of a sculpture affect its impact? Do you think a huge sculpture would make a different impression than a small one?</p> <p>Split the class into small groups and provide each group with an image of a famous sculpture. Have students discuss the following in their groups: What type of sculpture is it (free-standing or relief)? What materials do you think were used to create this sculpture? What emotions or ideas does the sculpture convey? After the group discussion, each group will share their thoughts</p>



<p>understand the historical and cultural development of their art forms.</p>					<p>with the class, discussing the sculpture's form, materials, and message.</p>
<p><b>Key stage 2</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>2</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• about great artists, architects and designers in history</li> </ul>	<p>Year 4: Develop skills further in cutting and joining.</p> <p>Year 5: Combine materials and process to design and make 3D art.</p>	<p>Flange Hinge Tabs</p>	<p>TBQ: What are attachment techniques? <b>Floorbook lesson</b></p> <p>Begin by explaining that attachment refers to how different parts of a sculpture are joined or held together. This could involve gluing, twisting, pinning, or binding materials to create a cohesive structure. Discuss why strong attachment is important for the stability and integrity of the sculpture. Different techniques are used depending on the materials and the effect the artist wants to achieve.</p>  <p>Create a 3D poster outlining the paper attachment techniques.</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• about great artists, architects and designers in history</li> </ul>	<p>3</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• about great artists, architects and designers in history</li> </ul>	<p>Year 4: Develop skills further in cutting and joining.</p> <p>Year 5: Confidently carve a simple form.</p>	<p>Slicing Shaping Detailing</p>	<p>TBQ: How can I use tealights to sculpt? <b>Floorbook lesson</b></p> <p>Explain that sculpting involves shaping or carving materials to create three-dimensional objects. Discuss the importance of using the correct tools and techniques for different materials. Introduce the concept of creating decorative sculptures that can hold a tea-light candle. Explain that students will be carving soft materials to make shapes that will not only look interesting but also be functional for holding a candle. Remind students of the safety rules when using carving tools. Emphasise careful handling of sharp or pointed objects, and ensure they understand how to carve slowly and steadily.</p> <p>Provide students with sketch paper and pencils to plan their sculptures. Ask them to design a shape or structure that they can carve to hold a tea-light candle. They can sketch abstract designs, animals, flowers, or simple geometric shapes. Encourage them to think about how the shape will hold the tea-light securely while also being visually interesting.</p>




				<p>Show students how to start by gently carving away excess material using their tools. Demonstrate basic carving techniques:</p> <p><u>Slicing</u>: Using a knife to slice off small layers of material for detailed carving.</p> <p><u>Shaping</u>: Using spoons or lolly sticks to smooth or round out shapes.</p> <p><u>Detailing</u>: Using toothpicks or other fine tools to carve intricate designs or add textures.</p> <p>Students will carefully carve and shape their sculptures, making sure they leave a small depression in the top to securely hold the tea-light candle. Once the basic shape is created, students can refine their sculptures, smoothing rough edges and adding small details like patterns, textures, or decorative features using the carving tools. Remind them to test the size of the hole to ensure the tea-light candle fits securely.</p> <p>Ask students to share their designs and describe the process they followed to carve their sculptures. What challenges did they face while sculpting? How did they solve them? If time permits, students can paint their sculptures or decorate them with glitter, stickers, or other materials to add colour and finish. Set up a display where students can place their sculptures, and the class can view the different designs and shapes. Encourage students to light the tea-lights and observe how the candles affect the appearance of their sculptures.</p>
4	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Year 4: Discuss own work and work of other sculptors.</p> <p>Year 5: Use recycled, natural and man-made materials to create sculpture.</p>	<p>Twigs Sculpture Natural materials</p>	<p>TBQ: Who is Chris Kenny? <b>Sketchbook lesson</b></p> <p>Chris Kenny works with humble, found materials: fragments excised from books or maps, discarded photographs or books, and fine twigs. He transforms these constructing fragile pertinent worlds that provoke wonder, humour or pathos. Please note that that there are swear words on the artists</p> 





		<ul style="list-style-type: none"> <li>• about great artists, architects and designers in history</li> </ul>			<p>website so you may not want to ask pupils to research by their own accord.</p> <p>Describe what you see. What could the stick people be doing? Which is your favourite stick man? Why? What do you think is happening in this image? How does this image make you feel? How do you think the artist created this stick image? Do you think he planned the image with a pencil or just start making?</p> <p>Collect twigs to create their own sculpture.</p>
5-6		<ul style="list-style-type: none"> <li>• 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.</li> <li>• about great artists, architects and designers in history</li> </ul>	<p>Year 4: Plan, design, make and adapt models.</p> <p>Year 5: Use materials other than clay to create a 3D sculpture.</p>	<p>Structure</p> <p>Attachment</p> <p>Technique</p>	<p>TBQ: How can I create a nest?</p> <p><b>Floorbook and sketchbook lesson</b></p> <p>Begin by discussing the concept of a nest. Explain that nests are natural structures made by birds and some other animals to protect and support their young. Nests can be found in trees, on the ground, or in hidden spaces, and they are often made from a variety of materials, including twigs, leaves, and feathers. Show images of different types of nests from nature, highlighting their shapes, textures, and the materials used. Discuss how birds choose materials based on their environment.</p> <p>Explain that today, students will create a sculptural nest, using natural and recycled materials. This will help them explore sculpture through texture and structure. Discuss the balance between organic materials (twigs, grass) and artificial materials (cardboard, string), and how the nest needs to be strong yet flexible enough to hold its shape.</p> <p>Ask students to sketch their ideas for their nests. Encourage them to think about the size, shape, and structure of the nest. Will it be circular, oval, or more abstract? Will it have open spaces or be more solid? Prompt students to consider how they can make their nest appear natural and encourage them to think about layering materials for texture.</p>



	7	<ul style="list-style-type: none"> <li>• 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.</li> <li>• about great artists, architects and designers in history</li> </ul>	<p>Year 4: Show an understanding of shape, space and form.</p> <p>Year 5: Use materials other than clay to create a 3D sculpture.</p>	<p>Origami</p> <p>Sculpture</p> <p>Three-dimensional (3D)</p>	<p>TBQ: What is origami?</p> <p><b>Floorbook lesson</b></p> <p>Begin by discussing what students know about sculptures, paintings, and drawings. Ask: "What makes sculpture different from a painting or drawing?" Sculpture is three-dimensional (3D) and can be viewed from all sides. Paintings and drawings are flat (2D) and are created on surfaces like canvas or paper. Discuss how sculpture can be made from many materials, such as clay, metal, or paper, and can have texture and depth.</p>  <p>Introduce the term origami by asking the students if they have seen or tried it before. Encourage them to share what they know about origami. Origami is the Japanese art of paper folding to create sculptures or objects without cutting or gluing. Unpack the meaning of the word "origami": "Ori" means folding, and "kami" means paper in Japanese. Show students examples of simple origami sculptures (e.g., cranes, flowers, boats) to inspire them.</p> <p>Introduce students to a simple origami fold, such as creating a paper crane or paper boat. Walk through the steps slowly, explaining each fold. You can show videos or follow a printed guide if available. Highlight the importance of precise folds, as origami relies on exactness to achieve the correct shape. Discuss how even though the final product may seem small, origami can be a form of sculpture, as it creates a 3D shape from a flat sheet of paper. Provide students with square sheets of paper and guide them as they follow along to make their origami sculptures. If time allows, students can create more than one piece, experimenting with different types of origami (e.g., flowers, animals, geometric shapes). Encourage creativity – students can personalize their sculptures by decorating their finished origami pieces with markers or coloured pencils.</p>
--	---	---	---	---	--



	8	<ul style="list-style-type: none"> <li>• 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.</li> <li>• about great artists, architects and designers in history</li> </ul>	<p>Year 4: Discuss own work and work of other sculptors.</p> <p>Year 5: Develop understanding of different ways of finishing work: glaze, paint, polish</p>	<p>Plinth</p> <p>Base</p> <p>Sculpture</p>	<p>TBQ: What is a plinth?</p> <p><b>Sketchbook lesson</b></p> <p>In the traditional sculptural sense, plinths are usually heavy boxes or bases made from stone, wood or metal, which raise a sculpture above the ground. Plinths sometimes protect the sculpture from the elements, such as a sculpture raised out of the way of puddles of rain in the street. More often, the role of a plinth is to give the sculpture some kind of status. By raising the sculpture to a certain level, the sculptor can decide how the viewer interacts with the artwork. Plinths also help create a separation between the ordinary everyday world around us and the art “object”. Seeing an object on a plinth might encourage us to view that object as an artwork – as something special.</p> <p>Questions to Ask Children: Have you seen any sculpture on a plinth in and around the place where you live? Why do you think those sculptures are on plinths? How does the way the sculpture is displayed affect how you think about the sculpture? Imagine two peas. One is on the kitchen floor, but an identical pea is on a plinth in a gallery. How does it change how you think about the pea?</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Provide the children images of plinths to discuss, provide with smaller images to stick in their sketchbooks and annotate.</p>
	9-10	<ul style="list-style-type: none"> <li>• to improve their mastery of art and design techniques, including drawing, painting and</li> </ul>	<p>Year 4: Use recycled, natural</p>	<p>Upcycling</p> <p>Repurposing</p>	<p>TBQ: How can I use recycled materials?</p> <p><b>Floorbook and sketchbook lesson</b></p> <p style="color: red;">Prior to the lesson, ask children to bring in cardboard, bottle</p>



	<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay.</p> <ul style="list-style-type: none"> <li>• about great artists, architects and designers in history</li> </ul>	<p>and manmade materials to create sculptures.</p> <p>Year 5: Plan a sculpture through drawing and other preparatory work.</p>	<p>Structure</p>	<p>caps, paper, plastic bottles, old magazines, newspapers, fabric scraps, packaging materials, etc.</p> <p>Start by explaining the concepts of upcycling (turning waste or unwanted items into something useful or artistic) and repurposing (using an item for a different purpose than originally intended). Discuss how many contemporary artists use recycled materials in their work, including those who create sculptures using plastic bottles, metal scraps, or cardboard.</p> <p>Briefly discuss the importance of reducing waste and reusing materials to help the environment. Explain how art can serve as a tool for environmental education by showing the potential of trash to become treasure.</p> <p>Show images or videos of famous artists who use recycled materials in sculpture, such as Pablo Picasso (who used scrap metal for some of his sculptures) or Veronika Richterová (who makes sculptures from plastic bottles).</p> <p>Ask students to sketch their sculpture idea using the recycled materials. They can choose to create an abstract sculpture, a creature, or even a functional item (like a pencil holder or small structure). Encourage students to think about how to use the materials to create balance and structure in their sculpture. They should consider how to attach pieces securely to ensure their sculpture stands up.</p> <p>Students will begin building their sculptures using the provided recycled materials: <u>Cutting and Shaping</u>: Use scissors or craft knives to cut and shape materials like cardboard or plastic bottles. Ensure students work safely and under supervision when handling sharp tools. <u>Attaching Materials</u>: Use glue, tape, or string to attach materials. Students can combine cardboard with plastic or paper with metal to create different textures and effects. <u>Decoration</u>: After the sculpture takes shape, students can add extra details with markers, paint, or fabric for color and texture.</p>
--	--	--	------------------	---




	11	<ul style="list-style-type: none"> <li>• 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.</li> <li>• about great artists, architects and designers in history</li> </ul>	<p>Year 4: Show an understanding of shape, space and form.</p> <p>Year 5: Use recycled, natural and man-made materials to create sculpture.</p>	<p>Layering</p> <p>Curling</p> <p>Petal</p>	<p>TBQ: How do I create a paper flower?</p> <p><b>Floorbook lesson</b></p> <p>Briefly recap what a 3D paper sculpture is (an artwork with height, width, and depth). Discuss how different techniques can be used to create these types of sculptures from paper. Explain to students that today they will create a 3D paper flower sculpture using techniques such as folding, curling, and layering. Show examples of paper flowers (either physical examples or images) to demonstrate how paper can be transformed into delicate, 3D flowers.</p> <p>Teach students how to cut and fold paper into petal shapes. Demonstrate how to: Fold paper to create symmetrical petals. Curl the edges of the petals with a pencil or fingers to add dimension. Layer the petals on top of each other to create a fuller, more realistic flower. Encourage students to experiment with different shapes and sizes of petals to create unique flowers.</p> <p>Once the petals are ready, students can begin assembling their flower. Guide them in: Layering petals from the smallest to largest, gluing or taping each layer into place. Adding a centre to the flower using a small circle of paper, a rolled piece of paper, or even a piece of curled paper to represent the flower's stamen or core. Encouraging the use of curling techniques to add texture to the flower's centre or outer edges.</p> <p>Allow students to decorate their flowers with markers, coloured pencils, or additional paper details such as leaves or stems. Have students place their finished flowers on display. Ask each student to explain their creative process and the techniques they used. Encourage students to discuss how layering and curling created a sense of depth and texture in their flowers.</p>
--	----	---	---	---	---





	<p>12</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• about great artists, architects and designers in history</li> </ul>	<p>Year 4: Select colours and materials to create effect, giving reasons for their choices.</p> <p>Year 5: Describe the different qualities involved in modelling, sculpture and construction.</p>	<p>Relief sculpture</p> <p>Artist</p> <p>Construction</p>	<p>TBQ: What are relief sculptures?</p> <p><b>Floorbook lesson</b></p> <p>Prior to the lesson, ask children to bring in cardboard.</p> <p>In this construction and painting resource, students make an abstract face, relief sculpture from cardboard, adding colour, texture and metal findings. The sculpture is attached to a wooden dowel which is inserted into a plasticine-made stand. Students are encouraged to look at human facial features and exaggerate them. Creating irregular shapes and making the left and right hand sides of the face look different.</p> <p>This resource was inspired by the work of Kimmy Cantrell, a self-taught contemporary artist who uses asymmetry to question long-established views around beauty.</p> <p>‘Relief sculpture’ refers to raised, carved areas on a flat surface, creating depth, making the artwork ‘stand out’ from the background. Usually the raised, carved areas and the flat background surface are of the same material. Relief sculpture artworks are normally viewed from the front.</p> <div data-bbox="1422 944 1803 1455"> </div> <div data-bbox="1814 1002 2139 1412"> </div>
--	-----------	---	--	---	--



		<b>Assessment</b>
	13	 <p>To assess students' understanding and application of sculpture techniques using recycled materials, including their ability to plan, create, and reflect on their artistic process. Students will create a sculpture using at least three different recycled materials (e.g., cardboard, plastic bottles, fabric scraps, etc.). The sculpture should demonstrate an understanding of structure (how parts are attached), balance, and texture (how the materials' qualities are used in the piece). Encourage students to think creatively and design something original—whether it's an abstract sculpture, a creature, or a functional item (like a pencil holder or small structure).</p> <p>Once students have completed their sculptures, they will:</p> <p>Write a brief reflection (3-5 sentences) describing:</p> <p>What inspired their sculpture: Why did they choose certain materials? How did they decide on the design?            What challenges they faced: Were there any difficulties with the materials or structure?            How they solved those challenges: What techniques did they use to attach or stabilize parts of the sculpture?</p> <p>Gallery Walk and Peer Feedback</p> <p>After completing the sculptures and reflections, students will take part in a gallery walk, where they will display their work around the room.</p> <p>Peer Feedback: Ask students to write one piece of positive feedback and one constructive suggestion for a classmate's sculpture. Focus on creativity, material usage, and overall design.</p>