



Theme: Sculpture

National Curriculum	Wk.	NC coverage	Knowledge and Skills	Key Vocab	Activity Outline
<p>Purpose of study: 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>Aims The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design 	1	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Year 1: Develop and use a texture for effect. Explore shape and form.</p> <p>Year 2: Use a variety of techniques, e.g. rolling, cutting, and pinching.</p>	<p>3D</p> <p>sculptor</p> <p>carving</p>	<p>TBQ: What is sculpture?</p> <p>Floorbook lesson</p> <p>Students will learn about the artist Marc Quinn and create hand sculptures using bread, exploring the concept of using unconventional materials in art. http://marcquinn.com/artworks/bread-sculptures</p> <p>Introduce students to the concept of sculpture. Ask, “What do you think a sculpture is?” and discuss any answers. Show pictures of Marc Quinn’s sculptures, explaining that he is an artist who uses unique materials like bread. “Why do you think an artist might use bread or other unusual materials?” Encourage students to think about different textures and meanings.</p> <p>Materials Needed: Bread slices, plastic knives (for safety), water spray bottles, paintbrushes. Show students how to soften bread slightly with a spray of water and mold it gently. Demonstrate making a simple sculpture by pressing the bread onto your hand or shaping it to resemble a hand. Remind students to be careful with bread, as it can break if not handled gently.</p> <p>Guide students as they mold bread to make hand shapes. Encourage them to press their hands onto the bread to get an imprint or shape it into a 3D version of their hand. Once shaped, students can use small pieces of other bread to add details, like fingers or nails.</p>
	2	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • about the work of a range of artists, craft makers and designers, describing the differences 	<p>Year 1: Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Year 2: Construct and join</p>	<p>Carving</p> <p>Sculpture</p> <p>Materials</p>	<p>TBQ: How can I create a monster?</p> <p>Floorbook lesson</p> <p><i>In preparation for this lesson, ask children to bring in small boxes, cardboard tubes, sponges, plastic bags, bottle caps, and other safe, clean recyclables.</i></p>



<ul style="list-style-type: none"> • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> and similarities between different practices and disciplines, and making links to their own work. 	<p>recycled, natural and man-made materials with confidence.</p>		<p>Students will learn about Michelle Reader, a sculptor who uses recycled materials to make colourful artwork and will create their own monster characters from recycled items. Introduce Michelle Reader and her use of recycled materials in art. Show examples of her colourful, unique sculptures, and discuss how she gives new life to items that might otherwise be thrown away. “Why do you think using recycled materials in art might be important?” Encourage students to think about creativity and environmental care. Show the students a variety of recycled materials available for the activity (e.g., boxes, sponges, cardboard tubes, plastic bags, and bottle caps). Invite students to imagine what kind of monster they want to create. Ask them to think about the size, shape, and features of their monster, and to pick materials they think would work well.</p> <p>Allow students to choose their materials and start building. Encourage creativity, whether they’re making a funny, friendly, or spooky monster. Suggest using sponges for eyes, tubes for arms, plastic bags for hair, or bottle caps for eyes. Move around the room, providing support, helping with tricky materials, and encouraging students’ ideas. Once all students have completed their monsters, gather everyone in a circle for a “Monster Parade.” Each child can present their monster to the class and share a fun fact or name they’ve given it. Reflect on how they felt using recycled materials and what they enjoyed most about creating with unusual items.</p>
	<ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • about the work of a range of artists, craft makers and designers, describing the differences and similarities between 	<p>Year 1: Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Year 2: Use a variety of natural, recycled, and manufactured materials for sculpting, e.g.</p>	<p>work of art artist sculpture</p>	<p>TBQ: Who is Barbara Hepworth? Floorbook lesson</p> <p><i>In preparation for this lesson, ask children to bring in large cardboard tubes, boxes and egg cartons.</i></p> <p>Students will learn about Barbara Hepworth and her approach to sculpture, working collaboratively to create large-scale sculptures inspired by her Family of Man series. Introduce Barbara Hepworth as a pioneering British sculptor known for her organic, abstract forms and public sculptures. Show images of Hepworth’s Family of</p>



		<p>different practices and disciplines, and making links to their own work.</p>	<p>plastic, straw, cardboard and card.</p>		<p>Man series, discussing the shapes, simplicity, and arrangement of the sculptures. Explain that each sculpture in the series represents a different family member and creates a sense of unity. “Why do you think these sculptures are grouped together? What do you think they say about family?”</p> <p>Explain that each group will create a large-scale sculpture that represents a ‘family’ of forms, inspired by Family of Man. Emphasize the importance of teamwork, as they’ll need to make choices together. In small groups, students brainstorm and sketch ideas for their sculpture shapes and sizes. Encourage simple, rounded forms to mirror Hepworth’s style.</p> <p>Provide cardboard tubes, large boxes, paper mâché, masking tape, and lightweight recyclable materials (e.g., egg cartons or foam blocks). Guide each group as they start building the forms. Encourage them to vary the sizes of each form, as Hepworth did, to represent different ‘family members’ (tall, medium, and short pieces). If outdoors, consider using natural materials (sticks, stones, leaves) to add texture or embellishments.</p> <p>Have each group present their sculpture, explaining how they made choices inspired by Hepworth’s work. Encourage students to reflect on the process of working together and making artistic decisions as a group. Artist Link Discussion: Discuss how their sculptures connect to Hepworth’s Family of Man, focusing on how art can represent ideas like family, unity, and belonging.</p>
	<p align="center">5</p>	<ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, 	<p>Year 1: Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Year 2: Work on projects in 3</p>	<p>Abstract small-scale</p>	<p>TBQ: How can I use spoons to sculpt? Floorbook lesson</p> <p><i>In preparation for this lesson, ask children to bring in small pieces of cardboard for cardboard bases.</i></p> <p>Show images of Jill Townsley’s Spoons installation. Talk briefly about how she used plastic spoons and rubber bands to create a huge sculpture. Explain that she likes using materials in unexpected ways to make art. Tell students they will make their</p>



		<p>pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>dimensions and on different scales.</p>		<p>own mini sculptures by connecting spoons with rubber bands to make unique shapes. Explain that they'll be experimenting with how materials connect and how shapes can change.</p> <p>https://www.jilltownsley.com/Spoons</p> <p>Show how to link two spoons using a rubber band by wrapping it around the handles. Make a simple shape or structure as an example, showing that they can twist, stack, or connect spoons in different ways. Let students explore with their spoons and rubber bands. Encourage them to try connecting several spoons in a line or create shapes that balance on their cardboard bases. Walk around and offer guidance if students find it challenging to connect the pieces. If they're unsure, suggest shapes or ask questions like, "What happens if you add another spoon here?" or "Can you make it stand up on its own?"</p> <p>Invite students to place their sculptures on a table for a mini "gallery" walk. Encourage them to look at each other's work and discuss what they notice. Ask questions such as, "What shapes can you see?" or "How did you make it balance?" Briefly discuss how they felt using these materials. Did they find it tricky or fun? Did they create something they didn't expect?</p>
6		<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Year 1: Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Year 2: Work on projects in 3 dimensions and on different scales.</p>	<p>Sculpture</p> <p>Architecture</p> <p>Structure</p>	<p>TBQ: How can I use sugar cubes to sculpt?</p> <p>Floorbook lesson</p> <p>Show examples of Brendan Jamison's sculptures, especially his sugar cube buildings and towers. Explain how he uses an unusual material—sugar cubes—to create artwork, emphasising the idea that art can be made from almost anything.</p> <p>https://www.brendanjamison.com/sugarcube.html</p> <p>Briefly discuss the idea of building and architecture. Ask questions like "What types of buildings do you see every day?" and "What would you build if you could make any type of building?"</p> <p>Show students how to stack sugar cubes to create walls and structures. If you're using icing or glue to stabilize, demonstrate how a little can be used to secure the cubes. Encourage students</p>



					<p>to take a moment to think about what type of building they'd like to create—maybe a tall tower, a castle, or even a school! Give them a moment to visualize their idea. Allow students to begin building, experimenting with different stacking methods and shapes. Encourage them to explore balance by making their structures taller or adding details like small windows or doorways with the cubes. For those interested, let students combine their buildings with neighbors to create a “sugar city” on a shared base. This can be a fun extension of the project and allow for collaborative creativity.</p> <p>Invite students to share their sculptures with the class. Ask each student to describe their building and what inspired their design. Talk about the challenges of building with sugar cubes. Ask questions like “What was the hardest part of building with sugar cubes?” and “How did you solve any problems with balancing?” Arrange the sugar cube buildings together on a table for a mini “city” display. Consider taking photos of the finished city for students to look back on.</p>
7		<ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Year 1: Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Year 2: Use a variety of natural, recycled and manufactured materials for sculpting, e.g. plastic, straw, cardboard and card.</p>	<p>Abstract</p> <p>Geometric</p> <p>Sculpture</p>	<p>TBQ: How can I use shapes?</p> <p>Floorbook lesson</p> <p>Show images of Eva Rothschild’s work, pointing out her use of geometric shapes and her abstract style. Explain how she uses different shapes and forms to build sculptures that are both interesting and balanced. Introduce basic 3D shapes like pyramids and cubes, and discuss how they can be combined to make larger, more complex structures. Ask questions like “What shapes do you see in her work?” and “How can shapes be connected to create something new?”</p> <p>Show students how to create a simple 3D shape (like a cube or pyramid) by connecting marshmallows and cocktail sticks. Demonstrate how the marshmallows act as joints and the sticks as the sides. https://littlebinsforlittlehands.com/marshmallow-toothpick-shapes/</p> <p>Allow students to experiment by building their own shapes.</p>



					<p>Encourage them to start with simple forms like triangles and squares and then progress to 3D shapes such as pyramids or cubes. Once students have created a few shapes, challenge them to connect their shapes together to make a larger, abstract sculpture. Encourage creativity—there are no wrong answers in abstract art!</p> <p>Share: Invite students to share their sculptures and talk about the shapes they used and how they combined them. Reflect: Discuss any challenges they faced, such as keeping their structures balanced or getting shapes to connect. Class Display: Arrange the sculptures together to create a mini-gallery of abstract structures. This visual display allows students to see the variety of shapes and ideas in their classmates' work.</p>
	<p align="center">8-9</p>	<ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Year 1: Develop and use a texture for effect. Explore shape and form.</p> <p>Year 2: Understand the safety and basic care of materials and tools.</p>	<p>Structure</p> <p>Arch</p> <p>Fold</p>	<p>TBQ: How do I create a playground? Floorbook and sketchbook lesson</p> <p>Introduce the idea of a playground and show images of slides, swings, arches, and other fun playground equipment. Ask questions like "What types of things do you see in a playground?" and "What would your dream playground look like?"</p> <p>Demonstrate Paper Techniques: Show students how to make simple paper structures: <u>Rolling Paper</u>: Roll paper to create tubes for things like slides or tunnels. <u>Folding Paper</u>: Fold paper to create an arch or other shapes that can stand on their own. <u>Cutting Shapes</u>: Show how to cut shapes (like triangles or squares) to create flat pieces that can be used as platforms or bases.</p> <p>Design and Plan (lesson 8 in sketchbooks): Encourage students to plan their fantasy playground by deciding which elements they want to include, such as a slide, a swing, a loop, or an arch. Have them sketch their ideas on paper first if needed.</p>



					<p>Construct (lesson 9): Allow students to begin building their playground structures using the paper techniques demonstrated. Encourage them to experiment with different shapes and combinations of paper to create interesting and functional playground equipment.</p> <p>Arch: Fold paper into a curve to create a sturdy arch. Loop: Roll paper into a tight loop and secure it with glue. Slide: Roll or fold paper into a long-slanted surface for a slide.</p> <p>If students finish early or want to work together, they can combine their individual pieces into a larger class playground. Have students share their playground designs with the class. Ask them to explain what they created and how they made their structures stand up. Arrange the playground structures in a display, either on a table or in a corner of the room, to create a "fantasy playground" gallery.</p>
	<p align="center">10</p>	<ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Year 1: Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Year 2: Use a variety of techniques, e.g. rolling, cutting and pinching.</p>	<p>Clay</p> <p>Rolling</p> <p>Pinching</p>	<p>TBQ: What is clay modelling?</p> <p>Floorbook lesson</p> <p>Explain what clay modelling is and show images of clay sculptures. Discuss how artists shape clay to create different forms, like animals, people, and objects. Introduce students to the basic clay modelling techniques they will be using:</p> <p><u>Rolling</u>: Rolling the clay into a ball or flat shape. <u>Pinching</u>: Pinching the clay between fingers to shape it. <u>Coiling</u>: Rolling the clay into long, snake-like pieces and stacking or twisting them together. <u>Smoothing</u>: Using fingers or tools to smooth and refine shapes. <u>Stamping</u>: Pressing textured materials into the clay to add patterns.</p> <p>Allow students to begin experimenting with the clay, encouraging them to create simple forms such as animals, flowers, or abstract shapes using the techniques demonstrated. Give them time to explore rolling, pinching, coiling, and smoothing. Encourage creativity and playfulness as they develop their ideas and sculptures. Have students share their clay creations with the class.</p>



					Ask them to explain the techniques they used and what they learned. Arrange the finished sculptures on a table or tray for a mini "clay art gallery" in the classroom. This can give students a chance to appreciate each other's work. Remind students to wash their hands and clean up their workspace.
11-12	<ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Year 1: Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Year 2: Construct and join recycled, natural and man-made materials with confidence.</p>	<p>Sculpture</p> <p>Fold</p> <p>Assembly</p>	<p>TBQ: How can I use paper to create a sculpture?</p> <p>Floorbook lesson</p> <p>Remind what sculpture is — art that is three-dimensional. Show examples of sculptures made from paper, such as paper animals, flowers, or abstract shapes. Discuss how paper can be used to create sculptures by cutting, folding, and assembling different parts. Introduce the concept of paper as a versatile material for sculpture. Show how different techniques (such as rolling, folding, and cutting) can change flat paper into three-dimensional shapes.</p> <p>Rolling: Show how to roll paper into tubes or coils, which can be used to create shapes like legs or the body of an animal.</p> <p>Folding: Teach students how to fold paper into shapes like fans or accordion folds to add texture and volume to their sculptures.</p> <p>Cutting and Shaping: Show how to cut paper into different shapes (circles, triangles, strips) that can be layered or glued together to form a sculpture.</p> <p>Assembling: Demonstrate how to glue or tape different paper pieces together to create a complete sculpture.</p> <p>Allow students to choose a simple sculpture idea, such as an animal (e.g., a bird or fish), a plant (e.g., a flower), or an abstract shape (e.g., a spiral or geometric form). Encourage students to use the rolling, folding, and cutting techniques to build their sculptures step by step. Remind them to think about how their sculpture will stand and whether it needs additional support or balance. Once the basic sculpture is complete, students</p>	



					<p>can decorate their work with markers, crayons, or additional paper shapes to add colour and detail.</p> <p>Ask students to share their paper sculptures with the class. Encourage them to explain the steps they took to create their sculptures and what techniques they used. Set up a display area where students' sculptures can be shown. This allows them to admire each other's work and gain inspiration from their peers' creations.</p>
	13	<p align="center">Assessment</p> <p>The aim of this assessment is to evaluate students' understanding and application of sculpture techniques learned throughout the term. Students will design and create their own three-dimensional sculpture, showcasing their creativity, problem-solving, and technical skills with materials such as paper, clay (if appropriate), or other simple craft supplies.</p> <p>Ask students to brainstorm ideas for a sculpture they would like to create. Encourage them to think about a subject they enjoy, such as an animal, person, abstract form, or object. Sketch in sketchbooks and provide pencils for students to draw a simple design of their sculpture. This design should include key features of the sculpture (e.g., shape, size, and any specific details). Students should consider what materials and techniques they will need to use, based on the skills they've learned throughout the term (e.g., rolling, folding, cutting, assembling).</p> <p>Students will create their sculpture using the materials available (e.g., paper, clay, or other craft materials). They should aim to build their sculpture with at least two different techniques (e.g., folding and rolling paper, or adding texture to clay). Encourage them to pay attention to balance, texture, and the three-dimensionality of their sculpture. They should also focus on adding details, such as features or decoration, to make the sculpture more complete and visually interesting. Teachers should provide guidance throughout the creation process, offering support on techniques or material usage if necessary.</p> <p>Once students have completed their sculptures, they will present their work to the class. In their presentation, students should explain:</p> <ul style="list-style-type: none"> • The inspiration behind their sculpture. • The materials and techniques they used. • Any challenges they faced and how they solved them. • What they like most about their sculpture. <p>After all presentations, provide students with a brief reflection sheet (or ask them verbally) where they can reflect on what they learned during the term. They can answer questions like: Which sculpture technique did you enjoy the most and why? How did you solve any problems you faced while making your sculpture? What would you do differently if you made another sculpture?</p>			



Art and Design MTP – Year 1-2 Autumn

