Subject: Art	**Year 1 – Summer 1**	
Key Concepts: Sculpture (Barbara Hepworth)	**BIG Question:** Is art only a painting or a photo?	

National Curriculum Objectives

-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

-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

- Evaluate and analyse works of art
- Collect information and explore the work of a range of artists as inspiration for their own projects
- Express thoughts and feelings about famous works of art

To begin this, the children should have already learnt:	**Key learning of previous cycle to consider for Year 2:**
EYFS prior learning/Prior learning: - Salt dough and play dough - Creating different shapes by rolling, shaping with hands and cutters - Joining dough together through smoothing - Adding natural materials to dough **Artists Previously studied:** -Picasso (Spring 1 2023) -Andy Goldsworthy (EYFS)	-Explored ideas about themselves -Used drawing and painting media and worked from observation -Talked about their drawings and paintings as they develop -Experience of manipulating materials – a growing confidence in the manipulation of tools and the application of materials -Looked at other artists' work and talked about what they think and feel about it This is the first-time clay has been used with the children No previous work covered on sculpture

The learning in this unit will prepare the children to learn these things in the future:

- Explore a range of tools to sculpt (hands, rollers, clay tools, knives)
- Build up resilience to getting things wrong and trying again.
- Respond positively to ideas and starting points building on them with their own ideas.
- Offer feedback on their own and others work explaining likes and dislikes/ commenting on techniques used, suggest improvements and changes.
- Try different materials and methods to improve their work

- Evaluate and analyse work of art
- Share learning and skills with others
- Collect information and explore the work of a range of artists, craft makers and designers as inspiration for their own projects
- Express thoughts and feelings about famous works of art
- Learn about the cultural and historical development of their artforms
- Describe differences and similarities and make links to their own work
- Use key vocabulary involved with each project/topic/Artist to demonstrate knowledge and understanding

WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE

Show understanding of a concept using key vocabulary correctly

By the end of this unit, most children will:	**Key vocabulary:**
Create a sculpture from clay with smooth and rough elements Join two pieces of clay together effectively, using the method they have been shown Identify the key features of Barbara Hepworth's sculptures Say what they think and feel about their own and others' work Suggest ways of improving their own	Sculpture Statue Model 3D Sculptor Carving Abstract

Assessment: (How will we know they've 'got' it? This could be a cold/hot task)

Cold task – Exploring the use of clay. Children to be given a piece of clay to create a familiar item. Assessing how they shape the clay, creating patterns and textures using tools. Can they join elements.

Hot task – Designing their own sculpture in the style of Barbara Hepworth. Creating their sculpture from clay, including smooth and rough surfaces, joining 2 or more elements effectively. Evaluating their own and others' sculptures.

Common Misconceptions

Some children may think:

All sculptures are old and created in the olden days

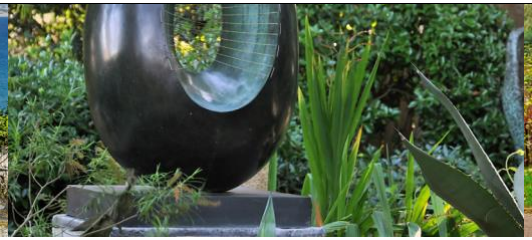
Machines are needed to make bigger sculptures

Sculptures have to look like something recognisable – not aware of more abstract works

Useful texts/links/information for this unit:

Barbara Hepworth was born in 1903, in **Wakefield,** West Yorkshire. She died in 1975.
She was a British artist most famous for her **sculptures**.
Her sculptures are **abstract**. They usually have **smooth shapes** and **curved lines.**
She loved nature and was inspired by the shapes and lines that she saw in it, such as hills and pebbles from the beach.






were the

s in them

- Barbara Hepworth made around **600 sculptures** in her lifetime.
- Some of her sculptures are so tall that she had to climb a ladder to make them.
- Barbara lived and worked in **St Ives, Cornwall** for a lot of her life.
- The house she lived in is now a **museum** about her life and work. Many of her unfinished works and the tools she used to make them are still there.
- Barbara Hepworth was inspired by landscape and nature from an early age, especially after going on long car journeys with her father. She said "hills were sculptures" and "the roads defined the forms".

Who was Barbara Hepworth? | KS1 | Primary - BBC Bitesize - a short video of facts about Barbara as well as examples of her work.

Teaching Points re using air hardening clay

Air-hardening clay does not need to be fired but it's worth remembering that, unlike fired clay (ceramics) you won't be able to use your creations for holding any liquid or eating on!

Things needed when using clay

- Water (in a plastic tub)
- An old plastic placemat or suitable surface to work on
- A sponge
- Mark-making tools (like a knife, fork, lolly-pop stick, toothpick, etc.)
- Old rolling pin (optional)

Unlike fired clay, air-drying clay does not have a huge amount of strength so it's best not to work too big. We would recommend that it's best suited for smaller, fist-sized models. Also, if you work too small, you might find it's a bit brittle and might crack, so best to work with a good thickness.

You can also work with your clay over several sessions by keeping it moist under a damp cloth and plastic bag.

You can use different tools to create different textures; a fork, a lolly-pop stick, the back of a spoon. You can make 'imprints' into the clay by pressing natural materials like twigs and leaves into its surface.

You can join two pieces of clay together. Use a tool, like a knife or a toothpick, to 'score' both the surfaces so they are rough and can grip together. Make sure they are nice and wet. Use your tool to score a bit more and mould the two pieces until they become one.

To avoid cracking you might want to dry your pieces under a dampened cloth so that they dry slowly over a few days.

Suggested sequence of lessons

To be used alongside Art overview for the half term - Overview

	Learning Objective	Lesson Input	Independent/Group Work
1	Unit Introduction I can share my thoughts and feelings about some famous artwork I can compare similarities and differences between different sculptures	What do we know about sculpture? Mind mapping any ideas from children Introduction to vocab sculpture, statue, model, carving	- Looking at a range of sculptures, discussing what they think about them – collecting vocab as a class from words used. Choosing a photo of a sculpture – sticking in sketchbook and writing about what they notice, what they like/don't like. Cold task Creating a familiar item using a small piece of class.

			Can children shape the clay? Can children make joins? Can children use tools to create different textures?
2	I can talk about what Barbara Hepworth is famous for I can evaluate Barbara's works of art	Introduce Barbara Hepworth – Famous Sculpture Facts from BBC bitesize hidden around classroom/outside where possible/hall Children to find the facts and make a list in sketch books – bringing back to the whole class Add facts to mind map from last session Watch clip on BBC bitesize – adding to the information. Who was Barbara Hepworth? | KS1 | Primary - BBC Bitesize	Looking at different photos of Barbara's work in groups – questions to prompt discussion - What do you think they are made from? - Are there things about them which are the same? - What is different about them? - What is the texture like? - What do you like about them? Which is your favourite and why? Groups to share with the whole class

3	I can create different textures in clay I can join 2 or more pieces of clay together	Modelling how to shape clay with hands, keeping the clay moist. Modelling how to create different textures – smooth and rough, using hands and a range of tools/natural objects Modelling how to join – see teaching notes in overview	Children to have time to practise techniques modelled.
4	I can design my own sculpture in the style of Barbara Hepworth	Review sculptures – How do we know these have been created by Barbara - Smooth shapes - Curved lines - Different textures – smooth and rough - Hole to see through	Children to draw their own design in sketch books using the criteria set out in whole class session. Children may draw 2 or 3 designs before choosing their final design to make from clay in the next session.
5	I can use my design to create a sculpture in the style of Barbara Hepworth	Hot Task Using designs, children to create their sculptures - Range of textures - Joining 2 or more elements - Hole to see through Once dry – paint with clear varnish Evaluate own work – did it match the brief? What do they like about their sculpture? Would they change their design next time?	

		Review what the children have learnt about sculpture and using clay to create their own.