

Spring Term Year 4 The Art of Display		Topic: Working in 3 Dimensions		Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		
<u>National Curriculum Objectives (KS2):</u> 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. Pupils should be taught:						
<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • 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] • to know about great artists, architects and designers in history. 						
<u>Enquiry Question:</u>						
Previous Learning: KS1:						
<ul style="list-style-type: none"> • Introduced to the idea of “sculpture”, Introduced to the idea that we “read” art and have an emotion or response when we look at art, Introduced to ways in which we can affect what we make (intention). 						
Future Learning (KS2):						
<ul style="list-style-type: none"> • Continue to explore how we present what we create, and how context changes/inspires intention (for example set design/fashion). Continue to develop skills in thinking and talking about how artists re-see the world and re-present objects to us. 						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Introduce plinths	What is the purpose of a plinth?	To consider how the way I present my work can change the meaning of the work or how others see it.	Pupils will become familiar with the term ‘plinth’, and the concept behind it. They will explore a variety of artists who use plinths in their work. They will	I have seen how some artists choose to display their work on “plinths” and I have understood how the way a work is displayed can affect the way the audience sees the work.	Plinth, Context, Display, Presentation, Intention, Viewpoint, Status, Meaning, Artwork, Art Object,	That artists think carefully not just about what they make, but also how they present what they make. That when we view

			consider the context and presentation. Pupils will make visual notes in sketchbooks in response to what they see and think.	I can use my sketchbook to collect ideas about how other artists consider how their work is displayed.		sculpture (or other art), the context (way it is presented) affects how we react to it.
Lesson 2: Sketchbook and making warmups	How can I distinguish between 'audience' and 'art'?	To make a distinction between 'audience' and 'art' by creating a short-term construction of a figurative sketch.	Pupils will be introduced to a sculptor. They will respond through class discussion and visual notes in sketchbooks. Pupils will explore clay as a 'short term' construction material to make clay figurative sketches. Through this they will begin thinking about the distinctions between 'audience' and 'art'.	I can use clay to make quick 3d sketches of figures sitting on plinths. I can use the clay to capture character/emotion of the body.	Figurative, Clay, 3d Sketches, Empathy, Position, Character,	That how something will be seen can help us shape what is made.
Lesson 3 & 4 & 5: Make	How do context and presentation help define the meaning of artwork?	To consider how the context and presentation of my artwork can help to define it.	Option1: Pupils will curate, photograph and build their own pocket-sized gallery. They will be both artists and curators, engaging in conversations about "intention", "curation" and reflection. Option 2: Pupils will work in small teams to respond to the Fourth Plinth Challenge. They will use sketchbooks to come up with creative ideas about	Option 1: I can find objects around me and think about how I can re-see them when I display them as art objects. I can manipulate materials to make an environment for the art objects. I can think about how the audience might react and capture this in my artwork. Option 2: I can work as a small team and plan an art project around how we would use a plinth in our school, taking ideas of other people in	Collect, Re-See, Re-Imagine, Re-Present, Environment, Context, Gallery, Scale, Perspective, Meaning, Curating/Curator, Exhibition Performance, Artist / Performer,	That we can give thought to how we display the art we make, to help us understand how people will view our work.

			<p>how they might use a “plinth” in the school.</p> <p>Option 3: Pupils will make dynamic figures which stand on a plinth, built up from one single wire. Pupils will think carefully about their positioning of the figures. They will make notes in their sketchbook about their decision making, including fabric swatches and diagrams.</p> <p>Option 4: Pupils will be given an imaginary billboard, what will they put on it?</p>	<p>the group and contributing my own ideas.</p> <p>I can think creatively about art/object/performance/audience.</p> <p>Option 3: I can use my sketchbook to think about my interests/personality traits which I am proud of.</p> <p>I can imagine how I could create a version of myself that I would like to see on a plinth.</p> <p>I can make a sculpture / plinth from construction materials which shows a version of myself, using things like body position, clothes, props and fine details to give the sculpture character.</p>		
Lesson 6: Share, Reflect, Discuss	How can I reflect on my work?	To display the work made through the half term and reflect on the outcomes.	<p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>I can share my work with others and talk about my response to the project, what worked well and what I would like to try again. I can listen to the response to my work from my classmates and take on board their feedback.</p> <p>I can appreciate the work of my classmates, understanding where there are similarities and</p>	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	That when we reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time.

				differences. I can share my response to their work.		
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