



Art MTO Sculpture. Year 6 Toshihiko Mitsuya

National Curriculum

Pupils should be taught about:

Creating in their sketchbooks to record their observations and use them to review and revisit their ideas.

Improving their mastery of art and design techniques, including, drawing, painting, and sculpture with a range of materials.

Great artists, architects and designers in history.

Substantive Knowledge

Disciplinary Knowledge

Concepts



The Heath Family Trust –Curriculum Medium Term Overview

<p>The two principal elements of sculpture are mass and space.</p> <p>Mass refers to the sculpture's bulk, the solid bit contained within its surfaces.</p> <p>Space is the air around the solid sculpture which defines the edges of the sculpture.</p> <p>Toshihiko Mitsuya is a Japanese artist whose main work is sculpture made from Aluminium foil.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction</p> <p>Shape, form, model and construct from observation or imagination.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Develop skills in using clay including slabs, coils, slips, etc.</p> <p>Produce intricate patterns and textures in a malleable media.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence</p>	<p>Sculpture</p> <p>Space</p> <p>Mass</p> <p>Form</p> <p>Media</p>
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Trust Vocabulary and Definition

Space - is the air around the solid sculpture which defines the edges of the sculpture.

Mass - refers to the sculpture's bulk, the solid bit contained within its surfaces.

Coils - a long form of clay that is rolled into a slender form.

Slips - a slurry clay used to produce pottery and other ceramic wares.

slabs - a block of clay.

Intricate patterns - fine detail.

Media- the materials used to make the artwork.

Malleable - a ,metal or other material able to be hammered or pressed into shape, without breaking or cracking.



The Heath Family Trust –Curriculum Medium Term Overview

Shape- are spaces that are created when a line reconnects with itself.

Form- the visible shape or configuration of an object.

Trust Values

Respect

Collaboration

Aspiration

Linked Texts

Misconceptions

Children may think:

Pre-requisite Knowledge

In Lower Key Stage 2 children have learned to identify a range of different sculpture types.

Children have learned:

How to join clay adequately and construct a simple base for extending and modelling other shapes.

Create surface patterns and textures in a malleable material.

Make informed choices about 3D technique chosen.

Understanding shape, space and 3D form.

Use a variety of materials.

Key Questions

How does it make you feel?

Can you describe what you can see?

Can you describe what you like? Why?

How are space and mass important concepts for sculpture?

How have you considered space and mass in your sculpture?

Future Learning

In Year 7 Children will:

Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring ideas;

Use a range of techniques and media, including painting;

Increase their proficiency in the handling of different materials;

Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work; About the history of art, craft, design and architecture, including periods, styles, and major movements from ancient times up to the present day.



<u>Lesson 1</u>		
<u>Activate</u>		
<u>Aims</u>		
<u>Vocabulary and Knowledge</u>		
<u>Explicit Strategy Instruction</u>		
<u>Independent practice</u>		
<u>Reflection</u>		

Teaching Ideas

<u>Week 1</u> <u>Introduce</u>	<u>Week 2</u> <u>Explore</u>	<u>Week 3</u> <u>Design</u>	<u>Week 4</u> <u>Making</u>	<u>Week 5</u> <u>Make & evaluate</u>
<p>Revisit what a sculpture is. What materials could be used to make a sculpture. Can you remember any previous artist and what made their sculptures unique.</p> <p>Look at some of the work by Toshihiko Mitsuya. Get the children to describe what they can see and how it makes them feel. What they like. What they don't like. How do they think it has been made.</p> <p>Talk to the children about the life of the famous artist.</p> <p>Look at some of Toshihiko Mitsuya work and discuss textures, materials, emotions and themes.</p> <p>Focus on the use of space and mass in sculpture and how these two concepts are important for all sculptures.</p> <p>Task: Have a range of Toshihiko Mitsuya work for the children to pick from. Children to go and evaluate his work. Thinking about the materials used. How it makes them feel. How they think the artist was feeling. What they like/dislike.</p>	<p>Revisit who Toshihiko Mitsuya is and revisit what we learnt about his work last week.</p> <p>Show the children a range of images of his work. Discuss as a class the materials he has used. Where may be find these materials? How can we produce something similar.</p> <p>Focus on different ways of using clay, including the vocabulary slips and slabs. Make it clear to the children we will be using slabs of clay.</p> <p>Children to experiment and explore making their own shapes using clay. Once children have gained confidence in creating their own shapes. Children can start exploring a range of sculpture ideas based on Toshihiko Mitsuya.</p>	<p>Children will look in more detail at the work of our famous artist. Begin looking at how the artist using intricate patterns and detail.</p> <p>Children will experiment with tinfoil using their sculptures from the previous lesson. Can the children use any other materials to add more finer detail to their mythical creature I.e. floristry wire to create coils and shapes, paper clips, coins, screws, nuts and bolt anything metal or malleable.</p> <p>Children to use their sketchbooks to design their final piece with a mythical theme.</p>	<p>Open sketchbooks and begin to assemble and form their model using clay.</p>	<p>Children will use their dried clay models to add foil and create finer details/texture.</p> <p>Evaluate ideas and compare with Toshihiko Mitsuya studied throughout the topic. What are the similarities and differences in designs? What went well/would they change?</p> <p>Create a mini exhibition.</p>



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What is the message behind the piece. What they think might have inspired him.

Toshihiko Mitsuya is a Japanese artist whose main work is sculpture made from Aluminum foil.





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**BIG Question: Assessment Opportunity and enhancements,
link to values and pupil premium barriers**