

Churchfields Infants School Art Scheme of Work

Year One The Great Kapok Tree... Summer term

Children begin this unit by rolling paper tubes and learning to attach them to a base securely. They are encouraged to make choices about their sculptures, considering how to arrange the tubes and which colours they place next to each other. They also experiment with shaping paper strips in different ways to create 3D drawings, gluing their strips to a base in an interesting arrangement, overlapping some strips to add interest. They then apply these techniques to create their own individual and then a collaborative Tree of Life sculpture making cross curricular links with their work on Rainforests and the text 'The Great Kapok Tree' by Lynne Cherry.

Key Skills

- Using their hands to manipulate a range of modelling materials, including paper and card.
- Exploring how to join and fix materials in place.
- Creating 3D forms to make things from their imagination or recreate things they have seen.
- Selecting colours, shapes and materials to suit ideas and purposes.
- Designing and making something that is imagined or invented.
- Beginning to develop skills such as measuring materials, cutting, and adding decoration.
- Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work.
- Describing and comparing features of their own work and others' artwork.

Key Knowledge

- To know that we can change paper from 2D to 3D by folding, rolling and scrunching it.
- To know that three dimensional art is called sculpture.

Key Vocabulary

artist
concertina
curve
cylinder
imagine
loop
overlap
sculpture
spiral
tabs
three dimensional (3D)
tube
zig-zag

Key Artists

Samantha Stephenson (modern Sculptor)
Louise Bourgeois (modern and contemporary)

Lesson One; Tube Towers

In this lesson pupils will:

Learn to roll paper and card to create 3D structures
Combine paper cylinders to create their own sculptures
Explore, develop and adapt their ideas as they work

c/c

Maths Pupils should be taught to recognise and name common 2D and 3D shapes

Resources

Flipchart with images of Samantha Stephenson sculptures
Thick paper or thin card in varying shapes
Round objects to roll tubes around if needed (glue sticks/
bottles/thick pens/rolling pins etc)
Card for bases
Old paint brushes, PVA and sellotape
Scissors

Key vocabulary

attach, base, curve, cylinder, loop, overlap, sculpture, spiral, tabs, three dimensional (3D), tube

Lesson Starter; Developing skills and knowledge of artistic vocabulary

The word sculpture may well be new to some of the children so begin the lesson by showing the children some images of 3D art and sculpture made by Samantha Stephenson from geometric shapes and asking them what they can see? How is this artwork different from a painting or drawing? Reinforce that sculpture is a form of art created in three dimensions- it can be viewed from all sides and isn't always created on a flat surface. Relate it to their learning in Maths- 3D shapes are solid shapes that we can touch all the faces, unlike 2D shapes which are flat. Look at and name some 3D shapes.

Explain to the children that in today's lesson we are going to focus on one particular 3D shape- a cylinder and we are going to explore how to create our own 3D sculptures by rolling cylinders and tubes and thinking about how to arrange them on a base in order to create something that looks appealing and interesting.

Experimenting with and applying skills;

Model to the children how to roll tubes using the card/thick paper, you need to roll quite firmly and then give the tube a gentle squeeze to help it hold its shape. (Some children with poorer fine motor control may need a round object to roll around) If needed model how to secure the tubes using tape.

Let them experiment with making different sized tubes and different thicknesses of tube, use questioning to prompt children's explorations. Can you roll a thinner tube? How could you make a shorter/longer tube? Challenge more able pupils to vary the shape of their tubes by snipping into them or shaping the tops using their scissors. Ensure that key vocabulary such as spiral, loop and curves are reinforced.

Demonstrate how to attach the tubes to a base by snipping flaps and gluing securely (reinforce they will need to use quite a bit of glue!). How will they arrange them? Which colours look best next to each other?

Plenary;

Once sculptures are complete get the children to view their sculptures from different angles. Which view do they think looks best? Why? What do they like about their work? What would they improve?

Spend some time also considering the skills they have learnt today. Did they learn anything new? Was there something they found trickier? Any tips or tricks that they found useful?

Lesson Two; 3D Drawings

In this lesson pupils will:

Fold and roll paper to create 3D shapes

Choose how to arrange the paper shapes to make a 3D drawing

Overlap paper strips to create a 3D drawing

Resources

One set of example shapes per group

Strips of coloured paper in varied widths

Glue sticks

Black card for bases

Black pens (as optional extra to add some patterns to strips)

Key vocabulary

concertina, curve, loop, overlap, sculpture, spiral, table, three dimensional (3D), zig-zag

Lesson Starter; Developing skills and knowledge of artistic vocabulary

Have the examples of the different shapes on the tables. Provide the children with strips of coloured paper or thin card and ask them to experiment together in their table groups to try and replicate the different example shapes. As they experiment use the time to assess the skills of the children- who looks like they will need some extra support and who can be extended as they create their own drawings? You might want to use this information to organise your groups for the second part of the lesson.

Spend some time feeding back what they found out and making sure that the children are secure in naming the different types of shape? Do they notice that some shapes require a curve and others require a fold. Talk about how to attach the shapes to a base, some will need tabs but other won't.

Experimenting with and applying skills;

Explain to the children that in today's lesson we are going to create 3D pictures. We are going to use some of the techniques we've just experimented with to create our own pictures. Model with the children creating the different shapes and thinking about how to arrange them on your paper. Remind them of their work in the last lesson when we considered the arrangement of our paper tubes... which colours work best together? Can they think of some interesting ways to attach the shapes?

Model the idea of overlapping some shapes or attaching them other shapes rather than the base.

Pupils needing extra support: Should focus on making and arranging the 3D paper shapes rather than incorporating overlapping pieces or drawn patterns. It may be helpful if an adult leads a table so the children can follow instructions at their own pace when making shapes with the paper strips.

Pupils working at greater depth: Could be challenged to use patterns on their strips. Should be trying out some different arrangements of paper shapes before glueing them down. Might be able to create original shapes of their own using the strips.

Plenary;

Seat the children in pairs. Ask them to show their partner their favourite thing about their own 3D drawing, then ask them to look carefully at their partner's artwork and say their favourite thing about it.

Lesson Three; The Great Kapok Tree 3D paper drawings

In this lesson pupils will:

- Apply paper-shaping skills to make an imaginative sculpture
- Plan a sculpture by drawing their ideas first
- Use at least three different techniques for shaping paper
- Consider ways to add detail to their tree using other media or techniques.

c/c Literacy

Resources

- The Great Kapok Tree by Lynne Cherry
- Flipchart with images of different Tree Sculptures
- Sketch books
- Strips and squares of coloured paper in varied widths
- Glue sticks/PVA
- Card for bases

Key vocabulary

artist, concertina, curve, cylinder, imagine, loop, overlap, sculpture, spiral, tabs, three dimensional (3D), tube, zig-zag

Lesson Starter; Developing skills and knowledge of artistic vocabulary

Look at the flipchart of the different tree sculptures. Ask the children to think about the following questions; What are the sculptures made out of? How have they been made? Where are they? How are they the same? What is different about them?

In our Literacy lesson we have been thinking about the Rainforest and been singing the text *The Great Kapok tree* by Lynne Cherry. If we wanted to see the book as an inspiration for a paper drawing what kind of details would we include? Refer back to the text and use information that the children have learnt so far, making a list of their ideas. Use it as an opportunity to consolidate the learning from across the curriculum as well as a starting point for developing their design ideas.

Model designing a paper tree drawing using the 3D paper techniques they have learnt in the previous two lessons. Perhaps show them the paper examples from last lesson to remind them of the techniques and the vocabulary for each. How could they use these to create their own Kapok tree.

In their sketch books get them to draw a design, challenge them to use at least 3 of the different techniques for shaping paper that they have used in the unit so far. Can they add labels to their design? Would there be lots of little branches or just a few big ones? What would the leaves be like?

Would there be flowers and leaves on the tree? Which animals might live in it and where? Would there be any insects on the tree?

Children draw their imaginary 'Kapok tree' in their sketchbooks.

Experimenting with and applying skills;

The children will make a tree of life sculpture in a similar way to the 3D drawings they made in Lesson 2: 3D drawings. Show the children the process of rolling, folding, scrunching and cutting paper to make a 3D tree yourself, or using the Pupil video: Tree of life.

The children now make their own 'tree of life' sculpture referring to their designs in their sketch books.

As they work, use the key questions to keep them focused on the success criteria.

Extend more able pupils by asking them to develop their designs and to think about other details that they could include in their work.

Plenary;

Once tidy-up is complete, invite the children to walk around the classroom to look at each other's tree of life sculptures. Ask them to look out for at least one good idea on someone else's work that they could try in the future.

Lesson Four; Creating a Giant Kapok Tree Sculpture

In this lesson pupils will:

Learn to work cooperatively sharing ideas and considering the thoughts of others.

Work together to create different parts of a sculpture

Secure parts of the sculpture together

Know that 3D sculpture can be created from a range of materials

C/C Literacy

Resources

The Great Kapok Tree by Lynne Cherry

Flipchart with images of Maman sculpture by Louise Bourgeois and Rainforest trees

Sketch books and images of Rainforest animals

Newspaper and Masking tape

Key vocabulary

artist, concertina, curve, cylinder, imagine, loop, overlap, sculpture, spiral, tabs, three dimensional (3D), tube, zig-zag

Lesson Starter; Developing skills and knowledge of artistic vocabulary

Show the children the pictures of the sculpture Maman by Louis Bourgeois. Ask children to give you one adjective to describe the sculpture. Discuss its sheer scale; the Giant Spider measures 2.74m x 4.57m x 3.79m, around the same height as a double-decker bus! Ask the children; What words would you use to describe the creation? How does it make you feel? Is it scary? Exciting? Why did the artist make it from metal? (Discuss the properties of metal that make it suitable for a sculpture of this size; it is strong, durable and will withstand being displayed outside.)

Explain to the pupils that they will create their own giant tree sculpture.

Ask them to look closely at the pictures of the rainforest trees on the flipchart and allow them some time to observe the features they can see. What do they notice (recap with them some of the knowledge and language they have been considering in Literacy e.g. buttress roots, awaited gnarled bark, long branches, different canopy layers) Tell them to be ready to share with the class three things they notice.

If we're making a tree sculpture we need to consider all these features and try to include them in our work.

Explain to the children that our sculpture won't be made out of metal but out of newspaper. How will a sculpture made of newspaper be different to one made of bronze?

Show them how to roll the paper struts out of newspaper that will make up the tree sculpture. They need to start rolling two sheets from a corner and they need to roll as tightly as possible. Have the children spend some time rolling the struts you'll need quite a few to create the class sculpture.

Ask the children to think about how they could use the struts to begin to create a tree sculpture... how could they use them to create the trunk of the tree? How could they intertwine, overlap or twist them to help create the texture of the bark? How could they use them to create the root structure of the tree? Do they need to use struts that are all the same length or do they need to use some longer or shorter struts?

Experimenting with and applying skills;

Have the children come to work in groups with the grown ups to work on creating the tree sculpture.

Give the other children some images of animals that might be found within the rainforest in different layers and ask them to draw or sketch them in their sketch books looking carefully at the images and observing the details carefully in order to produce some detailed sketches.

Plenary;

Evaluate the tree sculpture so far... what has worked well? What could be improved? are there any other paper techniques that they have seen that could be included to develop their sculpture (the branches for example could be made of looped paper?)

Lesson Five; Painting sculpture and Rainforest animal paintings

In this lesson pupils will:

I can use different tools to paint with

I can work as part of a collaborative project

I can paint onto 3D surfaces using appropriate methods

C/C Literacy

Science Materials and their properties

Resources

The Great Kapok Tree by Lynne Cherry

Flipchart with images of Maman sculpture by Louise Bourgeois and Rainforest trees

Sketch books and images of Rainforest animals

Paint

Key vocabulary

artist, concertina, curve, cylinder, imagine, loop, overlap, sculpture, spiral, tabs, three dimensional (3D), tube, zig-zag

Lesson Starter; Developing skills and knowledge of artistic vocabulary

Remind the children of the sculpture that they created in the previous lesson. Artist Louise Bourgeois used bronze to make her sculpture - show a piece of bronze if you have some, for example a one or two pence coin. Describe the features of the material bronze; explaining that it is a metal that is strong, but heavy and expensive! It is often used for sculptures as it will last a long time. It doesn't rust like other metals, such as iron, but it is less expensive than gold.

What are trees made out of? Look back at some of the images of trees on the flipchart... look at the textures and colours in the bark and discuss with the children how we could paint our sculpture to create the look of a tree? Hold up some different brushes- which would be most effective for painting.

Talk about the difference between painting something small and 2D and something large and 3D. Talk about the fact of painting in between gaps... we might need to use a range of brushes... What could we use to help create the mottled/mossy texture? Introduce the idea of sponges.

Explain that today we are going to paint our sculpture and also have a go at painting some of the rainforest animals we sketched last week... how might the two types of painting be different? How will the way we paint change working in 2D and 3D? Model careful painting, reminding children of how to hold and load a brush and to use brushes with control.

Experimenting with and applying skills;

Have the children come to work in groups with a grown up to work painting the tree sculpture, start with brown and then add shades of black, bronze and green in to create the mottled bark texture. Some children may need reminding about using the brushes to effectively cover the model in paint - dabbing with the brush rather than just stroking it to get the paint into difficult to reach places.

Pupils working at greater depth: Could talk about the way the metallic paint doesn't reach into the gaps, creating shadowed areas. Encourage them to look out for areas that need more/less paint. and to carefully paint them in remembering the painting techniques modelled earlier in the lesson.

The other children can use their sketchbooks and the rainforest animals images from the previous lesson . Ask them to transfer their sketches onto cartridge paper and to carefully paint them in remembering the painting techniques modelled earlier in the lesson.

Some children could also create leaves and foliage for the tree practicing their cutting and fine motor skills.

Plenary:

Ask the children to consider the different types of painting they have done in this lesson. How does painting something 3D compare with painting something 2D?

What did they find easy/hard? Did they learn any techniques that were effective for painting the 3D sculpture?

Once the tree has been assembled complete with its animals and some foliage ask the children to evaluate it's success. what has worked well?