





Topic: Art – How are 3D forms created?

Term: Summer 2

Year: 5 and 6

Duration: 5 weeks

The skills and Powerful Knowledge we will take away from this Learning Enquiry

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|  Painting | <ul style="list-style-type: none"> Explores the effect of light, colour, texture, and tone on natural and man-made objects |
|  Drawing | <ul style="list-style-type: none"> Is confident at using a range of materials to produce line, tone, and shade |
|  3D | <ul style="list-style-type: none"> Looks at 3D work from a variety of genres and cultures to develop own response and opinions. |
|  Collage | <ul style="list-style-type: none"> Embellishes using a variety of techniques including drawing, painting, and printing. |

What I already know:

In Unit 3, the children experimented with line, tone and shade and drew objects from a range of viewpoints. The children recreated a 2D image in a 3D piece.

This will lead on to the children moving into Key Stage 3, where they will explore a variety of great artists and designers and explore their historical and cultural significance. They will also use a range of techniques to record their observations in their sketchbooks.

Our Key Vocabulary:

| Word | Meaning |
|----------------------|---|
| Tone | Tone is how light or dark something is. It refers to black, white, and grey tones in between. |
| Depth | The perceived distance between the background and the foreground of a composition. |
| Cross-hatching | Layering of multiple lines to achieve tone. Artists draw in the direction of the shape they are drawing to achieve a realistic and lifelike appearance. |
| Sculpture | The action or act of making statues by carving, chiseling, by modelling, by casting into three-dimensional art objects. |
| Illusion | A sketch of an object on a flat, two-dimensional surface that is perceived differently to what it is. |
| Observational | Being able to draw what you see. |
| Line | A long, narrow mark, however artists can use different types of lines in art for different reasons. They might use different sized lines or overlap lines to create effect. |
| Drafting/ drawing | The act and discipline of composing drawings that visually communicate how something functions or is constructed. |
| Print Making | An artistic process that involves transferring an image from one surface (a matrix) to another, often paper or fabric |
| Sketch | To make a drawing, rough draft, or outline of a drawing. |
| Materials | The equipment needed to make or create something. |

Steps in Learning:

LO: I can use line and tone to create depth.

LO: I can share my thoughts on 3D sculptures.

LO: I can explore different techniques when using clay to create a sculpture.

LO: I can explore different techniques when using foil to create a sculpture.

LO: I can explore different techniques when using wire to create a sculpture.

LO: I can design a sculpture based on my interests and artist inspiration.

LO: I can make a sculpture based on my interests and artist inspiration.

LO: I can critically evaluate and improve my sculpture to meet my design criteria.



3D



Painting



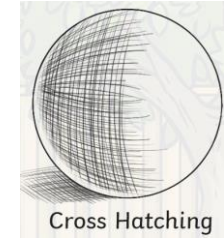
Drawing



Collage



In this image the artist has used tone to create a 3-D effect.



Cross Hatching

In this image the artist has used cross-hatching to create tone and makes the object appear 3D.



A piece of Alexander Calder who is known for inventing wire sculptures.



Alberto Giacometti was a Swiss artist who specialized in sculpture, drafting and printmaking.



Henry Moore was a British artist who was famous for making bronze sculptures, usually