



Natural Art – Sculpture: How can we collaborate to design and create ephemeral art and record its changes over time?

Prior Knowledge

KS1

- To be able to record observations of pattern
- To be able to give an opinion about the work of an artist.
- To have experimented with stamping and rubbing in printing.
- To be able to describe texture and pattern.
- To be able to say what can be improved and why.
- To be able to cut, stick, manipulate and join recycled materials to create a form.
- To be able to create abstract compositions using shapes.

LKS2

- To be able to select and arrange shapes carefully to create design ideas.
- To have experimented with sorting and arranging shapes and materials with purpose to create effect.
- To have recorded observations through drawings or photography.
- To have recorded experimentation with different media and techniques.
- To be able to create an original design inspired by an artist or style studied.

Year: 3 and 4

Term: Summer Cycle A

Key Knowledge

Understanding of Artists and Artistic Styles

Ephemeral Art – children to know this is art that **changes over time** or lasts for a short period of time and because of this, is often recorded by artists through photography or video.

Earth Art/Land Art /Environmental Art– children to know that this art movement involves using the natural **landscape** to create site-specific **structures, art forms and sculptures** and that artists usually use materials found in nature.

Andy Goldsworthy – children to recognise him as an environmental artist, best known for using **natural materials** found on-site to create ephemeral art and recognise some of his best-known work. (E.g. 'Rowan Leaves Laid Around a Hole', 'Screen', 'Ice 1', 'Pebbles Around a Hole', 'Clearly Broken Pebbles Scratched White', etc.)

Agnes Denes – children to recognise her as an environmental artist known for 'Wheatfield' to raise issues of misplaced priorities in society.

Nancy Holt – children to recognise her as an environmental artist known for 'Sun Tunnels' to show how changing conditions of weather and light can transform art from one moment to the next.

Artistic skills and techniques

Dry-stone construction method – children to know that Andy Goldsworthy uses this technique, which does not need mortar to bind stones together. The stones are carefully stacked flat; they diminish in size and are cantilevered inward toward the top.

Observe, Analyse and Evaluate

- Give and explain opinions about the work of artists.
- Evaluate the success of their art based on success criteria.
- Describe similarities and differences between the works of different artists.
- Explain how a design has been inspired by an artist or style.
- Identify the techniques used by an artist to create different effects.

Art Skills – Draw, collage, sculpture

Formal Elements – shape, tone, line, texture, pattern, form, space

Enquiry Outcomes

KQ1: What is 'Earth' Art? (2 lessons)

*Children will explore the work of Earth Artists: Goldsworthy, Denes and Holt, discuss similarities and differences between their artwork and **give their own opinions about it.***

KQ2: What images, observations and objects intrigue me in the natural world? (2 lessons)

*Children will collect objects from and record observations through **photography of shape, colour, pattern, line and tone** in the natural world. (E.g. natural objects like leaves, twigs, rocks, etc or light and shadow created by a sculpture like Nancy Holt's 'Sun Tunnels'...)*

KQ3: Can I use line and texture to draw my observations in detail?

*Children will use **different thickness of line to draw** detailed drawings from their collected objects and **photographic observations** using different grade pencils, **charcoal and chalk.***

KQ4: How can I manipulate and join natural materials to make Earth Art?

*Children will explore techniques to **join natural materials** (e.g. sticks, pebbles, leaves, flowers) together with e.g. string, grass, mud, dry-stone technique, daisy-chaining with slits or braiding to create different designs.*

KQ5 & 6: How can we collaborate to design and create ephemeral art and record it as it changes over time?

*Children will share and combine ideas to create collaborative Earth/environmental art based on Andy Goldsworthy's work and listen to their peers' feedback to **make amendments and improvements** to it. Over a set period of time, children **photograph/film** it as it changes and **evaluate its success.***