

**Year 3 – Antony Gormley- Sculpture**

<b>Inspiration</b>	<b>Partnership with parents</b> Pop-up art gallery for parent to attend
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<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>-Who is Antony Gormley?</li> <li>What is sculpture?</li> <li>-How does Antony Gormley express emotion using sculpture?</li> <li>-How could you show a feeling in a sketch?</li> <li>-How could you show a feeling in salt dough?</li> <li>-How could you show a feeling in clay?</li> <li>-What links can I make between my art and that of the Antony Gormley?</li> </ul>	<p><b>Concepts</b></p> <p>Formal elements</p> <ul style="list-style-type: none"> <li>-Line, shape and texture</li> <li>-art can express and create emotion</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- with support from the teacher, ideas from the curriculum are developed so that they lead to art works</li> <li>- when prompted, resources are collected to develop ideas</li> <li>- with encouragement ideas are tried and sometimes refined</li> <li>- there is some awareness of visual language</li> <li>- <i>With guidance, shapes are combined to create recognisable forms</i></li> <li>- <i>There is some attempt to add details</i></li> <li>- Attempts are made to replicate the techniques of notable artists</li> <li>- There is some evidence of pieces influenced by the work of notable artists</li> </ul>	<p><i>Also covered in:</i></p> <ul style="list-style-type: none"> <li>- Y1 Kandinsky (emotion)</li> <li>- Y5</li> </ul> <p><b>By the end of this unit, children will be able to:</b></p> <ul style="list-style-type: none"> <li>-use a sketchbook to explore their ideas</li> <li>-create a clay sculpture using texture to convey emotion</li> <li>-understand how shape and texture is used to create meaning</li> <li>- talk about the work of Antony Gormley and make links with their own work</li> </ul>
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**Knowledge**

**Artist** -Sir Antony Gormley is a British sculptor.

- He is best known for his sculpture the Angel of the North, Gateshead, commissioned in 1994 and partly created in Hartlepool.
- He attended Slade School of Fine Art, University college, London.
- His has created public sculptures which are displayed across the country

**Art- range of figurative sculptures**

- Introduce the formal elements: **line, shape and texture**
- Introduce the idea of using different tools in art- medium (singular), media (range of)
- Explore mark making by creating different types of freehand lines and shapes using pencils and colouring pencils.
- Visit AG’s website and discuss the focus for his sculptures which are figures expressing emotion and spirituality
- Create small figurative sketches focussing on line, texture and emotion i.e. anger, zigzag lines, pointed shapes etc using pencil

**Art- the Angel of The North**

- using straws and 3d nets explore creating Angel of The North paper sculptures.



**Art – Small Clay Figures**

- Small Clay Figures were created in the rainforest, using terracotta clay they had taken direct from the earth and moulded by the local villages.
- using salt dough follow AG’s instructions to create Small Clay Figures: each figure should be hand-sized and easy to hold, the eyes are to be deep and the head is to be the correct size for the body. AG explored posing them in different positions to look as though they were travelling across a room- mimic this across the hall.

**Final piece**

- To create a final piece using clay focusing on shape, line and texture.
- Explore creating an emotional terracotta figure. Tools should be used to create texture, hands should be used to mould a figurative shape and slip and scoring used to attach the head and limbs.



**Artipedia**  
 Sir Antony Gormley  
 30<sup>th</sup> August 1950- present  
 Sculptor  
 English  
[www.antonygormley.com](http://www.antonygormley.com)  
**Antony Gormley** “I just want my work to be part of the elemental world”

<b>Topic Specific Vocabulary</b> media, medium, line, shape, colour, terracotta clay, slip, score, mould	<b>NC Subject content</b> <ul style="list-style-type: none"> <li>- To create sketchbooks to record observations and use them to review and revisit ideas</li> <li>- Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials</li> <li>- About great artists and designers in history</li> </ul>
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**Subject Specific/Academic Vocabulary**  
 This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.

Year 3	Year 4	Year 5	Year 6
Area, response, source	Concept, period, process,	Cultural, specific, theory	Complex, interpretation, significance,

**We are artists/Being an artist/I am an artist**  
*Audience: parents invited after school (other possibilities invite expert etc.)*  
 Pop-up gallery – to show and share work.