

<p>Scheme: '3D figurines' Students will work collaboratively in pairs to create each others figures through bricolage using found objects.</p>	<p>No. of Lessons: 18 Total Time: 12 hrs</p>	<p>Group: 5th years No. of Pupils: 22</p>
<p>Aims</p> <p>To help pupils to:</p> <ul style="list-style-type: none"> • Understand what is meant by 'the figure' by looking at images of performers/sports players etc. in action. • Think about their own figures in terms of movement, joints, gesture and balance. This will be done through drawing and observation of each other in different stances/positions. • Explore the use of different materials (how they connect together/do they move, etc) when creating their sculptures by making small/preliminary sculptures and then discussing and reviewing the results. • Study the history of figurative drawing, photography and sculpture and how it can be explored using a broad range of styles and mediums. This will then give students a broader understanding of their own work and how they can explore creating and problem solving with their objects to create their 3D figurines. • Study in detail the work of Pablo Picasso, which should then aid them in their understanding of figurative sculpture and what they want to achieve in their own work. • Be introduced to the work of various assemblage artists such as John Outteridge, Edward Kienholz and Robert Hudson and have them discuss/compare and contrast these works so as to inform their own experimentation with materials and objects. • Develop new skills, concepts and techniques in drawing and sculpture, and to investigate how these disciplines can be used to record and interpret the human figure. This will be done through drawing from observation, their partners in a variety different poses, their found objects and their assemblage as they are experimenting, creating and at its final stage. • Develop skills and technique in translating image from 2D to 3D, in relation to drawing, photography and bricolage/assemblage art. This will be done by having students draw from observation and photograph their subject matter in various different poses and angles and using these images to inform their sculptures. • Have an overview of the discipline of sculpture, specifically bricolage/assemblage by providing presentations and handouts on the movements and the artists involved. • Explore this subject matter of figure building both from an observational perspective by drawing, photographing, discussing, questioning, creating, taking apart and reworking objects, and from a conceptual perspective. • Be able to translate their ideas between the mediums of drawing, photography and sculpture through experimenting. 		
<p>Overall Learning Outcomes for the Scheme</p> <p>On completion pupils should be able to:</p> <ul style="list-style-type: none"> • Investigated and recorded from observation various angles and poses, through drawing and photography, their subject (ie their partner). These recordings will have helped them in visualising and problem solving when creating their bricolage sculptures. • Be able to analyse through discussion and review their chosen images from the drawing and photographing stages, and have a clear understanding why they chose them. This should be in relation to movement, position, gesture and balance. • Understand elements such as movement, gesture and balance by studying various artists work and the processes used to create them. This will be done through discussion and question on various classical and contemporary artists. • Have an increased understanding of the history and methods of sculpture (especially bricolage) by studying artists and movements such as Picasso, cubism and dadaism. • Have an ability to use tools both efficiently and safely through demonstration, trial and error and assessment. Students will have assembled and reassembled their objects numerous times with my guidance. • Use relevant vocabulary in relation to drawing, photography and sculpture. Words such as 'bricolage', 'assemblage', 'proportion'. This will be evident through discussion, written reviews of their work and questioning. • Use a variety of new materials, media, tools and equipment throughout the project. This will be from choosing from objects provided by me, gathering objects at home and outside and through reviewing what works best when building their sculptures. • Present, critically analyse and discuss their own and their peers work both at the production stage and their finished piece. This will be done through one on one tutorials with me, written descriptions and reviews, group discussion and final presentation. 		

Investigating/Exploring/Creating (please see illustrations on separate page):

1. Subject Matter:

'3D figurines'

- Students will work in pairs and create 3D figurines of each other using a variety of objects.
- They will engage with this subject matter having an idea of the movement, poses, positions, gestures, angles, parts and joints of their figures.
- They will work with found objects, both natural and man-made which they will have to collect, arrange, join together, dismantle and rearrange in order to explore a range of gestures, movements and positions.
- The aim will be to create small 3D figurines. However, if students are having difficulty or feeling unchallenged they may wish to create larger 3D models or more 2D sculptures on a flat surface.
- They must dismantle and rearrange them to create unique and interesting figures of one and other.
- This process will begin by drawing from observation and photographing a range of detailed and expressive portraits of their partner as well as by researching other areas such as in sport/music/movies.

2. Exploring:

- Students will be introduced to the subject matter through images of performers where they will be tasked to create small figurines using a range of small objects provided by me. This will be timed and afterwards we will go through as a group what has been made, any problems that has arisen and what can be changed if these figures were to be recreated. We will discuss the images in terms of motion, gesture, position, angles, joints and body parts.
- I will then present them with some images from the work of Pablo Picasso and I will get them to tell me about what they think is happening in these images.
- I will present a structured presentation on figure creation in painting and sculpture with an emphasis on bricolage. They will be asked to discuss the various different styles from classical realism to abstract expressionism.
- They will then be asked to think about the types of materials they might like to use in their portraits.
- After their first introduction when they are provided with materials and objects they can discuss and review the types of objects that might work better to help fix any problems or change aspects of their figures.
- They will be brought out to find some materials and objects during a lesson after discussing, capturing and drawing their partners figures.

3. Creating:

- I will put students into pairs and ask them to make observational drawings of each other and to work in groups to take photographs in different positions and doing different activities.
- During the photographing stage, they will be brought outside in groups so that they have enough room to capture a range of movement and actions.
- Drawings will be done in a range of techniques such as quick, expressive and timed drawings to more detailed and visually accurate drawings.
- They will be told to think about their figures in detail by photographing and drawing close up sections and different angles.

4. Understanding/Evaluating:

- Students will discuss why they chose their materials and objects.
- Ask them to consider other objects or materials that they could use (this will be a continuous process as they are building their sculptures).
- After the drawing and photography stage, prompt students to think about how their images can be translated into 3D using found objects. Get them to keep this in mind when they are searching for objects and materials to use.
- Display students final work and ask them to discuss them, specifically in relation to key elements; materials used, problem solving, building, proportion, line, balance and movement. Engage students in discussion about their work.

History and Critical Studies (please see illustrations on separate page):

- Give students a presentation on the various different types of portraiture.
- Give a presentation on Pablo Picasso.
- Show a presentation of work by artist that work with bricolage and assemblage art.
- Show students an early and later portrait by Picasso and one of his assemblage pieces side by side and ask students to discuss and compare and contrast each image.
- Ask students to discuss sculptures in relation to subject matter, style, line, colour, volumes, proportion, perspective and spacial construction.

Teaching/Learning Strategies:

- Timed building sessions of small figurines, using a range of objects provided by me. Allow for larger or multiple figurines if students feeling to challenged or unchallenged. **(D)**
- Present some images of a variety of performers and discuss as a group elements such as movement, position, line, angles, body proportions, etc.
- Presentation to the class using PowerPoint on PC about sculpture (specifically bricolage) with images.
- A gallery visit.
- Bring students outside into the yard to take pictures of each other in various poses and movements. This will allow them enough space for more dynamic poses.
- Presentation on Picasso and his paintings and sculptures that focus on the body.
- Handouts with images on Picasso with questions on comparing and contrasting 3 of his works.
- Hand-outs with images of some sculptures done by various artists and questions to identify the materials used in the sculptures.
- Demonstration on how to use tools (screw driver, saw, glue gun, etc.). Some students may find using these tools and some aspects of building to difficult due to a lack of dexterity or kinetic ability. These students will be encouraged to focus more on the aesthetic qualities of their materials rather than building aspects. **(D)**
- Organise the layout of classroom. Have tools set up in one area and give everyone enough room to build.
- Get students to return tools when not being used.
- Get students to work collaboratively.
- Bring in a range of objects for students to work with, but encourage them to bring some from home.
- Bring students to a outside to gather natural materials, and to a skip and recycling centre to gather some man-made materials.
- Give students some new terminology and have them look them up and write down definition in their visual notebooks.
- Have students write reviews and descriptions of their work so as to use any new terminology they have learned.

Use of Digital Media:

- Projector for presenting images of patterns and collages and prints from various artists.
- Digital Cameras/phones to record different poses.
- Laptop to play the presentation from and to upload, rescale, retouch or manipulate and print students images from.
- Printer to print off the students observational images, any hand-outs and examples of artists work.

Differentiation:

Adjust scheme to suit different individuals abilities, students who struggle can work on a flatter surface to assemble there sculptures in a more 2 dimensional fashion. **(D)**

Literacy:

- Reading texts of artists and artworks provided.
- Discussion of various artist and artworks.
- Taking note of and using new vocabulary in relation to sculpture.
- New terminology will be used in writing up reviews and descriptions of students work.

Numeracy:

Students will have to make measurements and calculations with taking apart, manipulating and resembling their objects and building them into sculptures.

Materials/Resonances/Facilitates:

- Various drawing media to include pencils, colouring pencils, markers, etc.
- Paper
- Glue Guns
- Glue
- Rulers
- Hammers
- Saw
- Nails, Screws
- Screw Driver
- Cutting boards
- Cutting knives
- Acetate
- Old rags

Safety Precautions:

- Students will be asked to wear aprons or an old t-shirt to protect their uniforms.
- Be wary of cables and plugs when using laptop and projector.
- Store and use white spirits or any cleaning chemicals safely

Timeline/Sequence of Lessons:

Week 1:

Single: Bring in a box of objects and some images of performers. Have everyone sit around in a group and make small figures by taking apart and arrange their objects. Time this session to 15 minutes. Give students a brief presentation on what we will be doing over the next 8 weeks.

Single: Give a presentation on figure art, show examples of different styles, present some work of Picasso and get students to discuss, put students into their pairs.

Double: Students spend the class drawing each other from observation. They take turns to pose and they draw a number of these both in a fast expressive style and more slowly. As homework for next week get students to have more drawings done.

Week 2:

Single: Bring students outside into the yard and in groups have them take pictures of each other in different poses. Have students look over their work and discuss.

Single: Have students put up on the walls their drawings and photographs. Have them discuss their work in terms of line, movement etc. Bring in some materials and objects for them to look at and show them the tools they will be using. Ask them to write down the types of objects and materials that might work in creating their sculptures.

Double: Bring students to recycling centre or skip to collect more objects.

Week 3:

Single: Have students layout their objects and make preliminary sketches and notes on how they might start building .

Single: Have students take apart/manipulate their objects and materials and get them to draw up sketches of their ideas. Students will continue experimenting with their materials and objects. Give 2-5 minutes to each student to talk through their ideas.

Double: Students will continue experimenting with their materials and objects. Give 2-5 minutes to each student to talk through their ideas.

Week 4:

Single: Take students outside to gather some natural materials.

Single: Students continue to experiment with materials including adding any natural objects they found. They can decide whether they would like to change or add anything or start fresh.

Double: Bring students to an exhibition or gallery.

Week 5:

Single: Students will review and discuss there gallery visit and discuss the work they seen in relation to their own sculptures.

Single: Students will continue to work on their sculptures and refer back through the process and what they have learned from their gallery visit.

Double: Students will continue to work on their sculptures with an end point in mind. Give students a 2/5 minute tutorial.

Week 6:

Single: Students will start to finish up their work and start working on their presentation to the class.

Single: Students will start to finish up their work and start working on their presentation to the class.

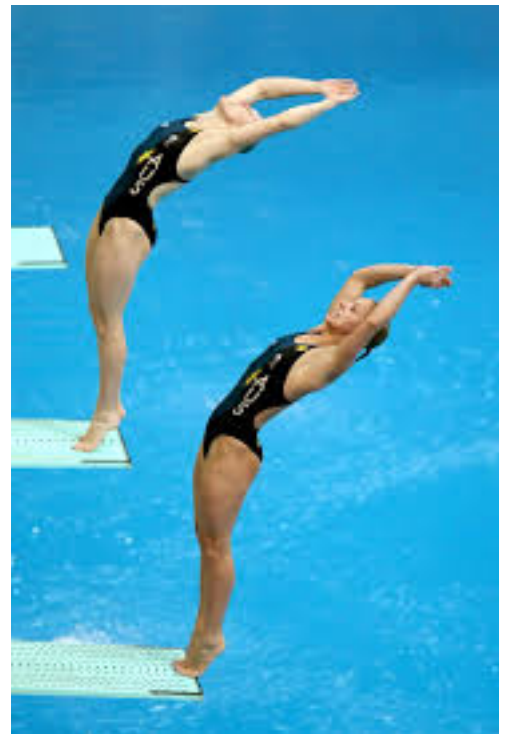
Double: Students will present to the class and discuss and critique each others and their own works.

Assessment Rubric:

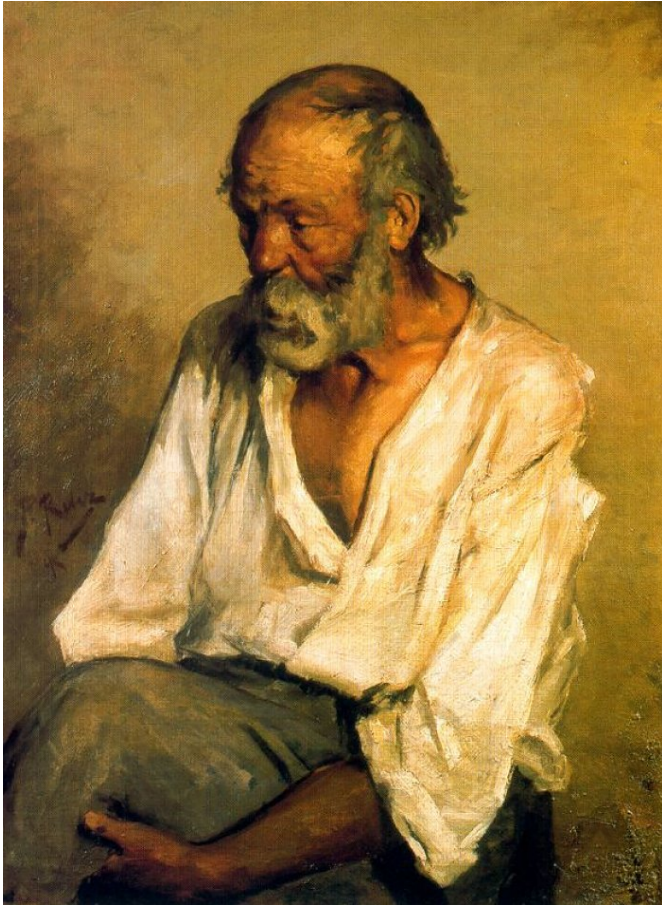
Please see separate page

Sculpture Scheme Assessment Rubric				
	Drawing, photography and observation:	Technical Skills (Experimentation and Making):	Knowledge and Understanding:	Attitude:
	Ability to record and convey important qualities and elements in relation to their subject matter such as; movement, gesture, perspective, and proportion through observational drawing and photography.	Ability to develop and translate visual information recorded in regard to space, line, movement, proportion and perspective into drawing.	Show awareness of the importance of initial drawings and photographs in recording key features of the subject matter which are used to inform their sculptures.	Show willingness to participate to the best of their ability.
	Demonstrate an understanding of line, proportion and body construction and how it can be created/ conveyed in a drawing and photography.	Ability to use and understand certain techniques and qualities when using tools and materials when constructing their sculpture.	In initial discussion and experimentation, students show an understanding of techniques used by various artists such as Pablo Picasso, John Outteridge, Edward Kienholz and Robert Hudson.	Open to embracing the disciplines of drawing, and sculpture, new techniques, and experimentation.
	Ability to use drawing media and camera equipment to best effect to describe the features of their subject matter.	Ability to comprehend and apply building techniques and using tools - sawing, hammering nails, using power drills and glue guns, etc.	Ability to show an understanding of the techniques used in observational drawing, photography and assemblage art.	Works well individually and within a group situation.
	Ability to select a range of viewpoints and record it through photography and drawing, with the intention to translate into a 3D composition.	Ability to be creative and highly proficient in their application of materials and techniques when building their sculptures and throughout the process when experimenting.	Ability to clearly describe the subject matter, and explain clearly how they developed it and the techniques used and the suitability of these in their final piece.	
	Evidence of learning:	Evidence of learning:	Evidence of learning:	Evidence of learning:
	Students make accurate and descriptive studies of their partner which convey their figure using shape, form, perspective, line and texture.	Students work to show appropriate use of drawings to inform their sculpture in terms of space, line, movement, proportion and perspective into drawing.	While drawing and photographing students will recognise important visual information that will inform their sculptures and show evidence of them being utilised in their final piece.	Students show an effective use of class time. They are committed and put effort into developing and planning their design.
	Students drawings display an awareness of line, form, proportion and spacial construction through an ability to create visually accurate and dynamic compositions.	Students sculptures show a good application of building techniques and using tools - sawing, hammering nails, using power drills and glue guns, etc.	Initial discussions and experimentation will demonstrate a sense of line, proportion, movement and perspective as discussed in images by artists shown in class.	Students make thorough observation and incorporate new skills into their drawings and sculptures in an appropriate manner that is fitting to their design.
	Students will demonstrate an appropriate and effective use of pencil, marker and/or pen when investigating the subject matter qualities such as colour, line, form and surface interest.	Students finished compositions will show their ability to use and manipulate the tools and materials used to create their sculptures.	Students are able to competently describe, analyse, and discuss the work of the artists shown in presentation and to show evidence of this in their own work.	Students demonstrates enthusiasm to all aspects of the project, they co-operate well with their peers and work to best of their ability.
	Students make drawings and take photographs of a variety of interesting viewpoints and record and translate the key elements of these into their finished 3D compositions.	Students will demonstrate the ability to use their materials and objects in new and creative ways when experimenting and in their final sculptures.	Students make a clear presentation of their final sculptures and clearly articulate how they developed the composition from their drawings and photographs to their 3D pieces - making reference to line, movement, proportion, perspective and the techniques used.	

Figures



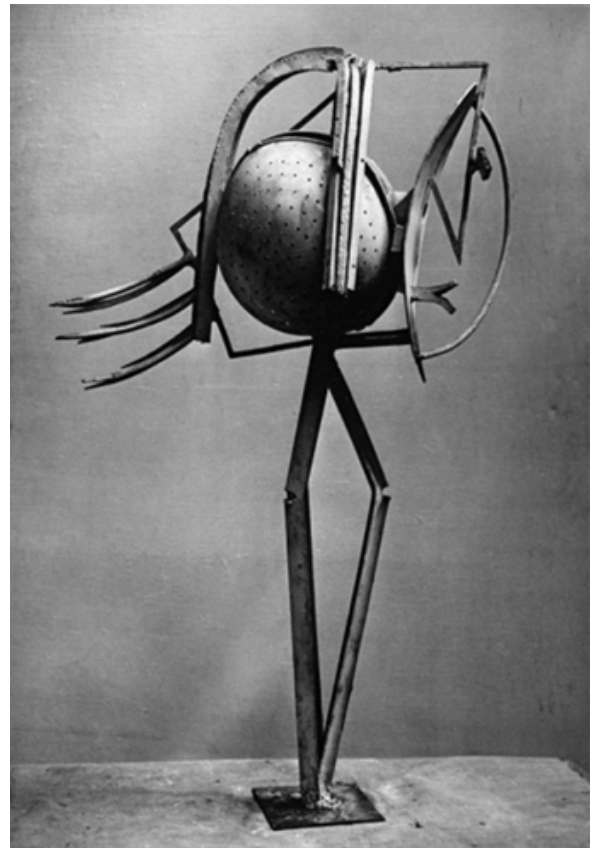
Pablo Picasso



The Old Fisherman (1895)



Weeping Woman with a Handkerchief (1937)



Head of a Woman (1929)

John Outterbridge



Edward Kienholz



Robert Hudson

