



Year 5 Sculpture

Henri Rousseau



Think like an Artist by:

- Identifying skills and techniques: value (colour) and how to show the effect of light on objects.
- How can you achieve a 3D, textured look?
- How can you apply your knowledge of printing?
- How can ceramic work be finished and waterproofed?
- Create own art work informed by choices about technique and mediums.
- Think about composition (how you organise)
- Evaluate own work and others commenting on techniques.

Local Links/Wider Influences:

Gaudi, Sonya Wilkins, Lindsay Feuer

Subject knowledge for teachers:

- <https://www.nsead.org>
- <https://artsandculture.google.com>
- <https://www.accessart.org.uk>

Key Vocabulary:

Slab – A technique used in pottery, where clay is rolled in to thin sheets to make different shapes.

Indenting – Creating deep valleys or grooves

Malleable – Can be shaped or formed by hand or with tools.

Glaze – A thin transparent layer, which modifies the appearance of the underlying paint.

Carving – A technique that involves cutting or scraping away.

Lesson Sequence:

1. Research - Henri Rousseau
2. Practising skills – painting
3. Practising skills – indenting and carving.
4. Designing – sketching & annotating
5. Applying skills – clay & paint
6. Evaluation of art work.

National Curriculum coverage

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To improve their mastery of art techniques including drawing, painting and sculpture with a range of materials such as clay.
- To know about great artists, architects and designers in history

Prior Learning in year 1:

- Andrew Goldsworthy, an English sculptor
- Used natural materials for his sculptures/land art.
- Repeated patterns
- 3D artwork is not flat

Prior Learning in year 4:

- Otto and Vivika Henio were ceramic artists that collaborated as a husband and wife team for thirty five years.
- Sculpture is a three-dimensional art made by one of four basic processes: carving, modelling, casting, constructing.
- How to blend clay, using scoring and slip to join clay and adding texture to clay using imprint or tools.

Key Learning for this unit

Knowledge:

- To know the era in which Henri Rousseau worked – Born (1844 – 1910)
- Henri Rousseau was a French impressionist artist
- His paintings were inspired by the jungle, animals and nature.

Skills:

- Develop skills in using clay including slabs.
- Produce intricate patterns and textures in a malleable media.
- Confidently carve a simple form.
- Understand different ways of finishing work e.g. glaze, paint, polish etc.
- Solve problems as they occur.
- To create own work of art inspired by Henri Rousseau
- To reflect on their artistic skills and identify any ways of improvement.

Lesson sequence

	Objective	Key knowledge/skills	Suggestions	Resources
1	To know about the French artist Henri Rousseau.	<ul style="list-style-type: none"> To research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. 	<ul style="list-style-type: none"> Who is the Artist? - picture, name, date, style of art etc What was he famous for? What techniques have been used to create art work? What mediums has the artist used? 	<p>Henri Rousseau https://kids.kiddle.co/Henri_Rousseau</p> <p>https://primaryfacts.com/2221/henri-rousseau-facts-and-information/</p> <p>http://artsmarts4kids.blogspot.com/2008/02/henri-rousseau.html</p> <p>https://www.youtube.com/watch?v=NFoYI_E2juE</p> <p>https://artistinschool.com/henri-rousseau/</p>
2	Explore colour, tint, tone, shade, shape and composition using paint.	<ul style="list-style-type: none"> Mix and match colours to create atmosphere and light effects. Mix colour shades and tones with confidence, building on previous knowledge. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. 	<ul style="list-style-type: none"> Continue to paint one of or several small sections of Rousseau's jungle paintings. Experiment with colour mixing 	<p>Kids Art Series: Paint Like Henri Rousseau Jungle scene https://www.youtube.com/watch?v=RHO53RpZg8Y</p> <p>Painting in the Jungle with Henri Rousseau https://www.youtube.com/watch?v=Vm6EqBp5cI</p>
3	To explore malleable material such as clay, plasticine or playdoh applying techniques.	<ul style="list-style-type: none"> Produce intricate patterns and textures in a malleable media. Confidently carve a simple form. Develop skills in using clay including slabs. 	<ul style="list-style-type: none"> Practise skills such as blending, carving, using slip. Think about foreground, background and middle ground. How can you create 3D effect? 	<p>CARVING RELIEF TILES https://www.youtube.com/watch?v=2xamUGuFB94</p> <p>Creating a Clay Relief Tile https://www.youtube.com/watch?v=NMRTzuubV5E</p> <p>Clay for Children https://www.youtube.com/watch?time_continue=707&v=RIAfe1yG6ow</p>

				https://artfulparent.com/create-colorful-clay-relief-tiles-for-kids-with-air-drying-clay/
4	To implement learnt skills to design own art work.	<ul style="list-style-type: none"> • Work in a sustained and independent way from observation, experience and imagination. • To describe the processes they are using and how they hope to achieve high quality outcomes • Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. 	<ul style="list-style-type: none"> • How will you create texture? • What parts will you carve? • Will you layer? • Where will you layer and blend? 	LC Ceramics: Transferring a Design to a Slab https://www.youtube.com/watch?v=OrAIRa0gW7Q
5	To apply knowledge and skills to create final piece of work.	<ul style="list-style-type: none"> • Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them) • Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. 	<ul style="list-style-type: none"> • Can children follow their plans? • Can they select appropriate tools? • Can they create tone? • Can they create texture? 	
6	To evaluate own work	<ul style="list-style-type: none"> • Regularly analyse and reflect on their progress taking account of what they hoped to achieve 	<ul style="list-style-type: none"> • What are you pleased with? • What would you change? (if anything) • Anything you think you need to work on etc. 	