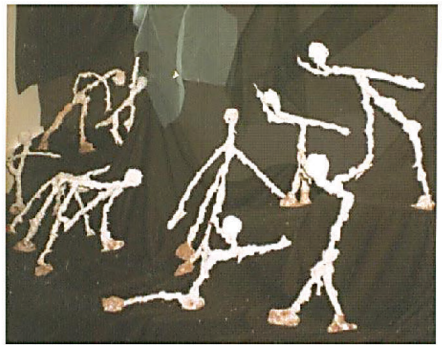
	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Learning Intention Children should learn:	To respond to the figurative sculptures of Alberto Giacometti.	To produce sculptural forms in response to the work of Alberto Giacometti.	To use modroc (plaster bandage) as a sculptural material.	To review their sculptures and say what they think and feel about them.	To use tissue paper and PVA to produce a translucent 3D form.	To create clay slab forms.
Activity	3D MODROC FIGURE Show the children pictures of the work of Alberto Giacometti. Discuss the way he presents the figure as a 'skeleton in space'. Explain to the children that they are going to respond to his work by making drawings of figures in the distance. Ask them to concentrate on the overall form, not the detail, and encourage them to use the side of the pencil to shade the whole figure. Working in pairs, at a distance from each other (e.g. at each end of the field) make several drawings of their partners in different positions. In the classroom review the images and focus on the points of movement (joints) of the figures.	> Explain to the children that they are going to make a 3D figure based on their drawings from session 1. Talk about ways in which the figure may show movement and have different points of contact with the ground. Model the process: 1.Select and join suitable sticks with masking tape to form the torso and legs of the figure. Support this with clay at the base. 2.Add shoulders, arms, hips and head using more sticks to complete the figures. Record what they have done in their sketchbooks.	> Model for the children the process of applying modroc (plaster bandage) to their figures. Explain how to immerse small strips of modroc into water before draping them over and around the stick figures. Show the children how to rub and smooth the modroc to achieve the required finish. Ask them to modify their work as it progresses. Point out that as the figure is covered it will become heavier and so it is easier to work on the legs and torso first, before the arms and head, to improve stability.	> Ask the children to complete any remaining modifications to their sculpture. Record the entire process from concept to completion in their sketchbooks. This should include any ICT research undertaken on the work of Alberto Giacometti. Review the completed work and take photographs. Ask the children to suggest suitable places and methods of display for their work.	TISSUE BOWL Explain to the children that they are going to select a form to use as a mould for a coloured tissue bowl. Model the process: 1. Cover the form with cling film and fasten with masking tape. 2. Encourage the children to use a limited palette in selecting and tearing coloured tissue into small pieces. 3. Coat the cling film surface with PVA glue and apply the tissue exploiting the translucent nature of the tissue through overlapping. 5. Cover the finished bowl with a last layer of PVA. 6. Remove bowl when the glue is dry and trim away cling film. Adapt and modify work in progress.	SLAB FORMS Model the process: 1. Give the children a piece of clay and ask them to roll it into a slab. (Yr 3) 2. Use contrasting colour clay to inlay a design into the slab. (Yr 3) 4. Roll a piece of clay to make a base. 5. Cut one of the long sides of the inlaid slab to give a straight edge. Place face down (on paper). 6. Wrap a cardboard tube in newspaper, then wrap the clay slab around this and smooth the join with the fingers. 7. Lift the wrapped slab and place it over the ready-made clay base. 8. Trim the base to fit and smooth the join. 9. Carefully remove tube from the newspaper. 10. Remove the newspaper from the wrapped slab.

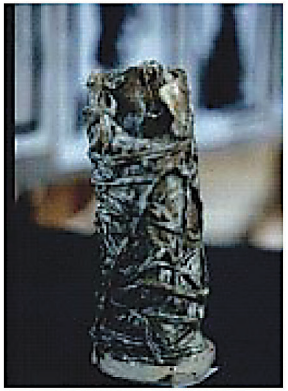
Skills, concepts, knowledge and understanding	Developing observational skills to record figurative form.	Developing and applying understanding of the work of Alberto Giacometti in the production of individual figurative sculptural forms.	Developing understanding of modroc (plaster bandage) as a sculptural material.	Developing ways of recording ideas and processes used in the development of their sculptures. Reviewing own work and that of others.	Developing an understanding of the translucent nature of tissue paper. Using PVA glue and tissue to produce a paper form.	Applying previously learned techniques and processes. Developing construction techniques using clay slabs.
Vocabulary	Distance Shading Movement Joints Position	Suitable Supported Sculptural Figurative Response	Modroc Wrapping Smooth Plaster	Process Record	Tearing Limited palette Translucent Brushing Form	Technique Inlay Trim Smooth Wrapped
Curriculum links	Science – points of movement of the body, PE – gymnastics, create and perform fluent sequences.	Science – as previous session. Dance – movement patterns.	Science – materials, change of state.	Literacy – recording processes, inform, explain, review and comment. ICT – research skills, digital camera (still and video), 'moving sketchbook', transitions and effects.	Literacy – recall and re-present. Science – materials, translucency.	Literacy – ask relevant questions to clarify, extend and follow up. DT – containers, joining. Numeracy – capacity.
Resources	Drawing pencils, Sketchbooks. Alberto Giacometti – Sainsbury Centre for Visual Arts UEA Google Images	Sticks, Masking tape, Clay for bases	Modroc, Scissors, Water trays (ice cream tubs), Sketchbooks.	Sketchbooks. Alberto Giacometti – Sainsbury Centre for Visual Arts UEA Google Images	Tissue paper, PVA. Glue, Old brushes, Bowl forms, Cling film, Masking tape.	Clay – red, white or buff, Rolling – pins, Guides (1cm junior wood pack), Cardboard tubes, Newspaper.
Time	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour

Expectations	Names	Next Steps
Some children will have made limited progress. They will be able to… explore ideas and make 3D forms; experiment with materials, tools and techniques; discuss similarities and differences between their own and others' work and suggest ways of improving their own work.		
Most children will be able to… explore ideas and collect visual and other information to develop their work; organise and combine visual and tactile qualities; experiment with and use their knowledge of sculptural techniques and processes to communicate ideas and experiences; compare and comment on ideas, methods and approaches in their own and others' work; adapt and improve their own work as it progresses.	**YEAR 6 – 3D UNITS**	
Some children will have progressed further. They will be able to… develop ideas through selecting and responding to visual and other reference material; manipulate materials, tools and techniques to develop and extend their ideas for 3D forms; analyse ideas, methods and approaches used in their own and others' work and relate this to their intentions; adapt and refine their work combining visual and tactile qualities and matching these to their ideas and intentions.		

Figures in response to the work of Alberto Giacometti, drawings and preliminary work.



More figures in response to the work of Alberto Giacometti.

Experiments with tissue and bowl forms.

Wrapped slab forms inlaid with different coloured clays.