

Year 1 and 2 Art Planning
Summer Term 1 2025



Curious Question – How can we use paper-based 3D art forms to construct an imaginative sculpture in the style of Louise Bourgeois?

NC Objectives	End Point Task- How will you know if children have achieved the main objectives of the unit? (Answering the curious question)
Pupils should be taught to: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To use a range of materials creatively to design and make products.	Children will work independently and collaboratively to plan and make a sculpture. They will be able to draw their ideas first then add detail. They will be able to create different parts of a sculpture and then secure these together. They will use different tools to paint with.

	Step 1	Step 2	Step 3	Step 4	Step 5
Week	Prior learning: knowledge, skill, vocabulary	Lesson Objective: Setting the scene – linking to prior learning (where appropriate the key concept)	Learning tasks to practise and apply the new knowledge, skills and vocabulary	Suggested adaptations for SEND- what will the learning task need to look like without trying to cut out key content from the NC?	Lesson End Point: Assessing the new knowledge, skills and vocabulary.
1	Show an example of a sculpture: can you tell me about the colour, shape and texture? Can you explain your ideas?	Investigating how rolling paper can create 3D structures, then design a simple sculpture using paper cylinders.	Starter: Share the sculpture on the link: 'other' by Samantha Stephenson 2014 and discuss. Without a piece of paper/card and scissors challenge children to make their paper look like the sculpture. How will they shape it? How will they make it keep its shape?	Pupils needing extra support Could refer to the Pupil video: Tube towers so they have a clear model for how to make paper tubes while they work; may need to use a cylindrical object, like a glue stick to roll paper around; may find it easier to stand their tubes	Children can roll paper to make a cylinder. Children can combine paper cylinders to make a sculpture.

			Main Task: Children create a sculpture by sticking paper rolls (cylinders) to a flat card base. Demonstrate using the Pupil video: Tube towers. Plenary: Self-evaluation time. Vocabulary: cylinder, sculpture, three-dimensional	directly in a thick layer of PVA glue to attach them to the base.	Children can adapt my ideas as I work.
2	In pair; Show the children the sculpture from the link: 'other' by Samantha Stephenson 2014. Show your partner how to roll the paper to make a similar sculpture. Challenge them to explain different ways they explored in Lesson 1.	To shape paper to make a 3D drawing.	Starter: Give each table: A different example of a 3D paper shape attached to a card base and enough paper strips for each child to have two or three. Children have a go at copying the paper shape on their table using a paper strip. They might fold, cut or roll the paper. They can then make a second, different paper shape using their own ideas. Main task: Show the Pupil video: 3D drawings or model yourself the process of creating a 3D drawing using rolled and folded paper strips. Each child will need a card base to attach strips to, scissors, a glue stick and paper strips to make their 3D drawing. Use the ideas and prompts online to guide learning. Plenary: Peer evaluation Vocab: concertina, overlap, spiral, zigzag	Pupils needing extra support Should focus on making and arranging the 3D paper shapes rather than incorporating overlapping pieces or drawn patterns. It may be helpful if an adult leads a table so the children can follow instructions at their own pace when making shapes with the paper strips.	Children can fold and roll paper to create 3D shapes. Children can choose how to arrange the paper shapes to make a 3D drawing. Children can overlap paper strips on a 3D drawing.
3	Display the Presentation: 3D art. In pairs, each child picks one element from the model shown then re-creates their chosen section using a technique learnt last lesson, such as rolling, folding or scrunching. Ask them to also explain to their partner how they created it.	To apply paper-shaping skills to make an imaginative sculpture.	Starter: Activity: Tree of life. Without telling them what they are looking at, ask the children: What can you see? How do you think it was made? Does it look 3D or flat and 2D? Where could this artwork be? Can you see anything the same about the pictures? Can you spot any differences between the pictures? Main Task: plan, draw and make a tree sculpture. Recap the process of rolling, folding, scrunching and cutting paper to make a 3D tree using the Pupil video: Tree of life to model the process. Plenary: Peer evaluation - Ask children to look out for at least one good idea on someone else's work that they could try in the future. Vocabulary: carving, mosaic	Pupils needing extra support Should encourage them to look at the Activity: Tree of life for ideas when drawing their tree; may be useful for them to refer to their 3D drawing from Lesson 2: 3D drawings, to remind them of the different paper shaping techniques.	Children can plan a sculpture by drawing ideas first. Children can use at least three different techniques for shaping paper. Children can add detail to their tree.

4	In pairs. Display the Presentation: Fact tennis and ask the children to take turns to present a new fact about creating a 3D tree of life model. Ask them to think about the techniques they used and any artists they may have seen.	To work collaboratively to plan and create a sculpture.	Starter: Display the Presentation: Louise Bourgeois 'Maman' sculpture (1999). Ask children to give you one adjective to describe the sculpture, e.g. bronze, big, etc. and discuss its sheer scale. Main task: Using the presentation and the Giant Spider pupil video, children discuss, plan and make their model spider considering the different body sections and legs. Join the legs onto the main body. Are the legs similar in size? Do any need to be longer or thicker? Plenary – Discussion and evaluation - How does the sculpture look different to the bronze spider 'Maman'? Vocabulary: children will need to use vocabulary from previous lessons.	Pupils needing extra support May find it hard to roll the paper tightly and will need some assistance.	Children can work cooperatively. Children can create different parts of a sculpture. Children can secure parts of the sculpture together. Children know that 3D sculpture can be created from a range of materials.
5	Display slide 1 of the Presentation: 3, 2, 1 and ask the children to discuss three things they learnt about making their sculpture last lesson. Slides 2 and 3 could also be displayed to discuss two things they found interesting about making their sculpture and one thing they would change if they made it again.	To apply painting skills when working in 3D.	Starter: Louise Bourgeois used bronze to make her sculpture. Show a piece of bronze and describe the features. It is often used for sculptures as it will last a long time. It doesn't rust like other metals, such as iron but it is less expensive than gold. Tell the children that they are going to try and make their sculpture look like it is made from bronze, using metallic paint. Main task: Use the Pupil video: Giant spider model part 2 to demonstrate using a large brush and sponge for painting their model. Children paint. Plenary: Ask the children to comment on the solidity of the construction. Is it stable? What could make it stronger and longer lasting? How is it similar/different to Louise Bourgeois's works? Vocabulary: children will need to use vocabulary from previous lessons.	Pupils needing extra support May need reminding about using the brushes to effectively cover the model in paint – dabbing with the brush rather than just stroking it to get the paint into difficult to reach places.	Children can use different tools to paint with. Children can work as part of a collaborative project. Children can paint onto 3D surfaces using appropriate methods.