YR9 SOL – 3D LETTERING

Aim –To further explore lettering as 3D sculpture. We will focus on looking at Robert Indiana. Students will choose their own letter and font, design and plan a small sculpture and construct with recycled materials. The surface and decoration will be of their own choice and they will be encouraged to assemble and model the objects to decorate it. Papier mache techniques, assemblage and construction will be learnt as well as problem solving and health & safety.

The final 3D letter will be analysed on the idea, theme and construction.

Students will then go onto superimpose their final sculpture in their own sites and setting by manipulating on the computer. Discussion of how real sculptors work in maquette form, scale up models and the considerations of site specific work is discussed.

Project context

- **Artists research** – Students will look at local sculptures, Angel of the North, Claes Oldenberg's Notes in a Bottle and Robert Indiana LOVE sculptures.
- **Investigation drawings** –Pupils will choose a font and letter and print out to A4/A3. They will plan how wide to do the work and think about the theme to decorate.
- **Material experiments** –Pupils will use construction techniques, assemble to letter in card, use masking tape then stuff the shape with newspaper. The whole surface will be papier mached the painted and decorated.
- **Planning & designing** –Pupils will draw the sculpture they plan to make and construct it. After making a 3D drawing will be made ready to plan ideas for decoration. Images will be collected off the net and photos collected from home and stuck into the sketchbook. The letter will get decorated using modelling techniques and collage.

Resources
Powerpoints, card, masking tape, scissors, craft knife, cutting board, newspaper, PVA glue, glue containers, paintbrushes, wire, readymix paint, collage materials, P.C

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Assessment – pupils receive 1-2-1 every lesson. Sketchbooks are marked using the RAG rating with comments. Individual written feedback is provided on the back of each sheet (WIN). Work is remarked when changes/developments have been made.

Homework –all homework should be done on blank paper or into their sketchbook. Pupil should complete 2 main homeworks per term. Forms and kahoot exercises to test learning. Pupils are encouraged to explore new artists, techniques, drawings to extend their understanding and produce a diverse personal final outcome.

SMSC/British Values

Spiritual – explore different style of artwork from various artists, express their ideas, meaning & feelings.

Moral – look, discuss & evaluate artwork that show different aspects of life. Discuss & share ideas about the message the artist maybe trying to give.

Social – explore artwork from different movements & discuss how this can show the lifestyle of people, changes over periods of time.

Cultural – work links with contextual themes that encompass cultures, civilization, beliefs & religions from around the world.

British Values –take in to account the views of others, follow class rules – safe practice, understand the consequences if rules are not followed, make own choices, talk about artwork from different cultures, faiths & cultures from around the world, review each others work respectfully, help & advise others.

Keywords –Serif, sans serif, font, text, construct, assemble, papier mache, surface, texture, 3 dimensions, pva glue, layering, form, shape, decoration, autobiographical, site specific, sculpture.

Curriculum Links

Literacy – keywords displayed on the wall. Make notes from PP, YouTube clips. Write personal comments on the outcome of experiments. Research various artists/links to own work. Evaluations.

Numeracy – Mapping on graph paper, measuring, using a ruler and compass, estimating, scaling up drawn ideas, symmetry, knowledge of shapes.

SEN/EAL

- Sentence starters.
- Keyword descriptors.
- 1-2-1
- Visual examples
- Digital research sheets
- Revisit, review, retrieve
- New skills in small steps
- Group work