

# ART AND DESIGN IN SUFFOLK

## Snape Yr 2/3/4

## 3D

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<b>Learning Intention</b>	To cast forms using brown, gummed tape. 2b, 5c	To investigate different designs of shoes and match these to purpose. 4c To collect information to help with ideas.1c	To compare ideas and say what they think and feel about work and refine designs. 3a To select and use appropriate materials and processes. 2a	To discuss and adapt work according to views. 3a, 3b	To experiment with clay coils to make a 3D form. 2b To reference work from other times, styles and cultures. 4c	To collaborate with others on 3D projects. 5b To use glue and fabric over a mould to produce 3D artefacts. 2c
<b>Activity</b>	<b>SHOES FROM BROWN TAPE</b> Explain to the children that they are going to design and make a life- sized shoe over the next four sessions. Ask them to begin by selecting and casting a shoe as the starting point for their work. Model the process by wrapping the shoe in tissue paper and securing with masking tape. Show them how to layer small pieces of brown gummed tape over the shoe form, scribble over with felt pen and then add a second layer of brown tape. Record process in sketchbooks. When tape is dry cut to remove shoe. Reseal with more tape to reform shoe shape.	→ Show the children a selection of shoes designed for different people and purposes. Match the shoes to a type of person i.e. Granny, baby, teenager etc. Identify shoes for a purpose i.e. trainers, roller blades, ballet shoes etc. Ask the children to paint base colour for their shoe (light colours may need a base coat of white) Research from books and ICT to find out about different types of shoes. Make notes and drawings, develop ideas in sketchbooks and collect pictures to inform designs.	→ Ask the children to begin developing the form of their cast shoe according to their ideas and designs from session 2. Discuss ideas for casting heels, blades etc. from other objects. Refine designs and choose appropriate materials to decorate and embellish.  Review their own work and that of others and modify ideas.	→ Ask the children to continue to decorate and embellish shoes.  Use ICT to produce advertising material for their shoe i.e. poster, leaflet, media ad.  Discuss how shoes are packaged and displayed in the shops. Ask the children to produce their own packaging and organise the display of the finished shoes.  Review the work with the children and discuss possible developments.	<b>EXPERIMENTAL COILED CLAY POT</b> Discuss with the children examples of coiled clay forms from different times, styles and cultures. Model the coiling process by: 1. Forming a spiral of coils for the base of the pot. 2. Pressing coil sides together and smoothing over joins. 3. Building up vertical sides by placing coils directly on top of each other. Show how the form may be narrowed by placing coils on the inner edge and widened by placing on the outer edge. Ask the children to continue experimenting with their coiled forms. Record process in the sketchbooks and by use of a digital camera.	<b>FABRIC FORMING</b> Ask the children to work in small groups. Model the fabric forming process by: 1. Covering a cardboard tube with a polythene bag. 2. Dipping strips of fabric in watered down PVA and squeezing out excess. Then wrapping and twisting the fabric around the tube. 3. Add dipped threads to embellish. Review within group and class as work progresses and adapt or modify as discussed. Decorate fabric with brusho dyes. Record process in sketchbooks. When dry remove tubes and gently pull away the polythene to give spring like forms. Display together as a class piece.

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## 3D – YEAR 4

<b>Skills, concepts, knowledge and understanding</b>	Using small pieces of brown gummed tape to cast a 3D form.	Understanding the idea of design related to purpose. Using research and sketchbook work to explore designs.	Modifying designs according to purpose. Using sketchbook work to inform designs. Applying experience of materials and processes to develop work.	Developing ideas for packaging and display. Using own work as a starting point for further investigation.	Understanding the process and techniques involved in developing coiled clay forms.	Dipping fabric to produce 3D forms. Working collaboratively to produce artwork. Adapting and modifying work through class and group discussion
<b>Vocabulary</b>	Cast Mould	Purpose Style Names used for specific types of shoe.	Construct Embellish Modify Refine	Packaging Display Advertise	Coil Inner Outer Spiral Base Vertical	Fabric Forming Dipping Wrapping Twisting
<b>Curriculum links</b>	Literacy – following instructions and instructional texts.	D&T- designing for a purpose, ICT - research skills, History/Geography-costume.	D&T. - materials appropriate for purpose.	ICT- advertising etc. Numeracy – nets and 3D shapes.	Literacy- following instructions, PSHE/Citizenship-working with a partner.	Literacy- following instructions, PSHE/Citizenship-working on a group project.
<b>Resources</b>	Brown tape, Light coloured tissue paper (to avoid staining). Shoe (child's choice).	Selection of different footwear, Books about shoes, Magazines. <a href="#">Google Images</a>	Cardboard tubes, Beads, Sequins, Fabrics, Ribbons and threads, PVA glue, Ready-mix paint.	Cardboard, Ready-mix paint, Drawing media, Computers + software.	Buff clay, Sugar paper, Sketchbooks, Digital camera. Examples (photographs) of coiled forms.	Strips of fabrics, Threads, PVA glue (watered down to single cream consistency), Cardboard tubes, Polythene bags, Brusho colour.
<b>Time</b>	1 hour	1hour	1 hour	1 hour	1 hour	1 hour

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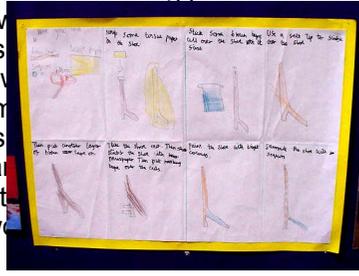
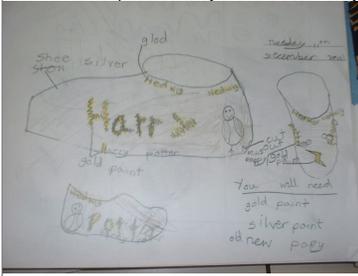
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## 3D – YEAR 4

Expectations	Names	Next Steps
<p><b>Some children will not have made so much progress. They will be able to ...</b>discuss ideas and use brown tape to create their designs. They will be able to decorate and embellish their work and make comments on their progress and that of others. They will be able to use their knowledge of coiling clay to experiment with making a coiled form. They will be able to use fabric dipped in PVA glue to make a 3D form.</p>		
<p><b>Most children will be able to ...</b>use their own research as a starting point for developing shoe designs. They will be able to decorate and embellish their work, discuss their progress and suggest modifications that could be made. They will also be able to use their knowledge of coiling clay to experiment with making a coiled form and record the process and techniques that they have used in the sketchbook. They will also be able to use dipped fabric to produce collaborative group textile form.</p>	<p><b>YEAR 5 – 3D UNIT</b></p>	

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Some children will have progressed further. They will be able to ... research, develop and modify ideas as a starting point for their shoe



3D – YEAR 4



Shoes, embellished with ribbons, beads and sequins, displayed with design and research explorations.



4



Coiled pot experiments.



Fabric forming.