



St James' Church of England Primary School

Art Overview Sheet



Year 5 – Sculpture and 3D: Interactive Installation



Rationale: Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.

Learning Objectives:

- about great artists, architects and designers in history.'
- to create sketch books to record their observations and use them to review and revisit ideas
- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

<p style="text-align: center;">Overview:</p> <p>Lesson 1: What is installation of art? - To identify and compare features of art installations.</p> <p>Lesson 2: Space and Scale – To investigate the effect of space and scale when creating 3D art.</p> <p>Lesson 3: Everyday amazing – To problem-solve when constructing 3D artworks.</p> <p>Lesson 4: Creative Concept – To plan an installation that communicates an idea.</p> <p>Lesson 5: Viewer Experience - To apply their knowledge of installation art and develop ideas into a finished piece.</p>	<p style="text-align: center;">Cross Curricular Links</p> <p style="text-align: center;">Resources</p> <p>• Pencils. • Sketchbooks. • Pens for writing. • Glue sticks. • <i>Activity: Installation art – whole class</i> (see Classroom resources) – one copy. • <i>Activity: Installation art – paired task</i> (see Classroom resources) – one between two (as an alternative to the whole class activity). • Suitable space for the activity; the playground with art tablecloths or newspaper down is ideal. • Wipeable tablecloths or newspapers. • PVA glue and glue spreaders or old brushes. • A range of materials to drop into the boxes and create 'explosions' • An uncluttered space to work in with access to classroom objects such as chairs, tables, resource trolleys, boxes, books, PE equipment • Materials to use to adapt the classroom objects – e.g. paper, bubble wrap, foil for wrapping; soft toys or fabric for draping and attaching; access to small items such as rulers or pens to attach to the large items.</p>
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Impact/Assessment

Most Children will: • being able to justify how they grouped images together • Justifying their opinions of installation artworks and evaluating their own work, considering how the box might appear if it were a full-sized space • Showing they are considering more than one option when working on their installation piece • Creating an installation plan, model or space and being able to describe how it conveys a particular message or theme. • Showing they have considered options for how to display their installation best e.g. would it be improved by using specific lighting effects?

More Able Children will: • describing and justifying their image sets using some subject-specific vocabulary. • Describing how their installation space is similar or different to the work of Cai Guo-Qiang. • Showing they are considering the viewer of their piece by making changes as they work and being able to describe their ideas • Creating an installation plan, model or space that communicates a particular message or theme. • Describing the display options they have chosen, e.g. how is their installation improved by using specific lighting effects?