

Year 8 Art – Surrealism Sculpture

Intent	<p>Wider Learning: Students will firstly examine the Surrealist Art movement and then the work of Salvador Dali in more detail. They will focus on the Lobster Telephone as inspiration for their project and produce their own designs for a sculpture influenced by his work. Students will each design and produce a sculpture of a surrealist object. Alongside this project students will produce a contextual studies homework task on Salvador Dali.</p>	<p>Prior learning: Students have learnt about a variety of Artists, movements, and use of media. Year 8 focuses on 20th century Art movements. Students have developed sound ability to use paint and create a range of tints and tones using colour theory.</p>	<p>Key vocab: 1. Sculpture 2. 3D modelling 3. Surrealism 4. Salvador Dali 5. Construction 6. Blend 7. Tone 8. Mix 9. Detail 10. Colour theory</p>
	<p>The big questions</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>1. How can we develop an understanding of planning and working with 3D media?</p> <p>2. How do we develop control over new tools?</p> <p>3. How can we develop an understanding of Surrealist artwork?</p> <p>4. How can we use contextual links to inform classwork?</p> </div> <div style="width: 48%;"> <p>5. How can we develop critical skills?</p> <p>6. How do we creatively produce a research sheet based on Salvador Dali?</p> <p>7. How do we develop ideas from imagination and make a sculpture?</p> <p>8. How can we develop an understanding of Surrealism and the theory behind the work?</p> </div> </div>		
Implement	<p>Order of learning</p> <p>Lesson 1- Introduction to Surrealism Students will be introduced to a selection of surrealist images and will discuss and examine the main themes of the movement. Students will then write their own surreal story. This will be used next lesson in order to give them a starting point for developing ideas for their sculpture.</p> <p>Lesson 2- Introduction to Dali and Surrealist sculpture Students will be introduced to the work of Salvador Dali in more detail. They will discuss and examine a range of his work and then focus on the Lobster Telephone. Students will use the lobster telephone as inspiration for their own work. They will develop a range of ideas for a surrealist sculpture using 2 normal objects put together in a surreal way. These ideas should be developed using ideas from their surreal stories completed last lesson but can also include new ideas.</p> <p>Lessons 3-7 Building a sculpture. Students will start to build their sculpture. Once they have decided on an idea for a surrealist object and discussed this with their teacher students should follow the steps shown on the PowerPoint to complete their sculpture. The class teacher should lead this in a step-by-step approach across several lessons. Each sculpture will need to be put together slightly differently so students must work closely with the class teacher in order to construct their work.</p> <p>Lessons 8-12 Painting the sculpture. Once the sculptures have been constructed students should start to paint them. This should be guided by the class teacher and split into small tasks such as the ones shown on the PowerPoint.</p> <p>Tips for sculpture building</p> <ul style="list-style-type: none"> • The tape needs to be stuck down correctly or it will come off when the paint is added. • Students must cut the tape with scissors and not tear it so that it sticks down properly. • Don't use tape wider than 2cm. • Use a craft knife, not scissors to cut the shapes out. 		
	<p>Differentiation</p> <p>Scaffold: Student examples of work</p> <p>Teacher Demos</p> <p>Colour theory wheels</p> <p>Subject terminology used and displayed.</p> <p>Teacher creative dream like story example</p> <p>Inspirational images of Surrealist sculptures</p> <p>Stretch: Students to consider the meaning and depth within their composition.</p> <p>Students to have freedom to create their own composition using their own symbols to represent themselves.</p> <p>Students to blend a range of colour tones and tints.</p> <p>Students to use their contextual work to influence their own work.</p>		

Impact	<p>Assessment</p> <p>Teacher-formative. Students class work will be marked as it progresses in line with the school policy for marking. This will consist of praise for work completed well and specific targets for improvement. They will also have individual help and target setting from teachers during the lessons.</p> <p>Teacher-summative. Teacher Assessment, summative. Students work will be given a final mark by the class teacher at the end of the project which is graded in line with the scaffold, secure, stretch model for KS3. Marks will be input on database and to be given as the final mark for the project and placed into the database and used for monitoring.</p> <p>Peer Assessment Students will complete peer assessment through the department standard assessment tasks. They will write personal targets for each other as their work progresses and comment on each other's work during set tasks, starter and plenary sessions.</p> <p>Self-assessment Students will assess their own work through standard department tasks. They will comment on their own work as it progresses and give themselves improvement targets to work to. At the end of each project, they will fill in a self-assessment form and review their performance during the project.</p> <p>Homework Students will produce a contextual studies sheet on Salvador Dali and Surrealism artwork using the standard department structure. This is split into tasks and should be handed in at the end of the project and marked by the class teacher.</p>	<p>Feedback Students receive verbal and written feedback in lessons.</p> <p>Students also receive peer feedback to help target setting for the following lessons.</p>
	Where will this be revisited?	

KS3 National Curriculum

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To use a range of techniques and media, including painting
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

GCSE

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.

AO3: Record ideas, observations, and insights relevant to intentions as work progresses.