

# Art & Design



## The Inspire Multi Academy Trust (South West)



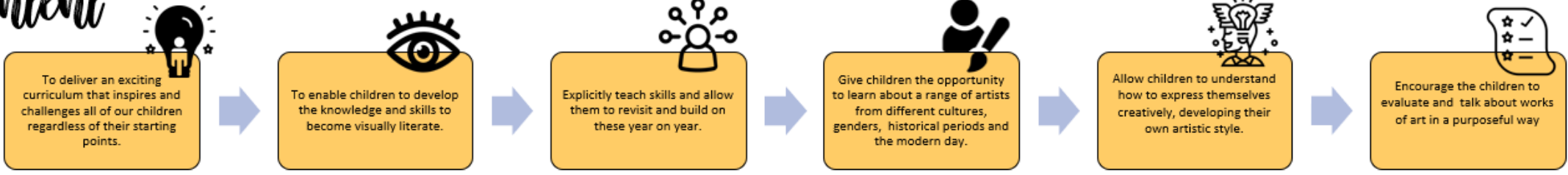
# SUBJECT ON A PAGE

## Art and Design

AT THE INSPIRE MULTI ACADEMY TRUST WE BELIEVE ART ENABLES CHILDREN THE OPPORTUNITY TO EXPRESS THEMSELVES CREATIVELY AND BUILDS THE SKILLS AND KNOWLEDGE TO BECOME VISUALLY LITERATE.

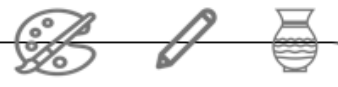


### Intent



### Implementation

#### BECOMING PROFICIENT



Our curriculum provides the children to become proficient in painting, drawing and sculpture. The teaching units are planned so within each area specific skills are learnt and practiced so they develop a secure knowledge and understanding. The units start by building on previously taught skills and then these are built on, by mastering or learning a new skills.

#### PROGRESSION IN ART



There is a clear progression from EYFS through to the end of Key Stage 2. In EYFS, children are given frequent opportunity to explore a range of media and materials on a range of scales. In Key Stage 1, children will use a range of materials and media to learn the key elements within drawing painting and sculpture. At Key Stage 2, children become more proficient within these skills and apply them where appropriate.

#### STRONG FOUNDATIONS

In the Early years, Expressive Arts and Design is an integral part of the classroom practice. Children are encouraged to regularly explore and play with a range of media and materials working at different scales. Children's artistic and cultural awareness supports their imagination and creativity. Children develop an understanding of what an artist is and are exposed to art works that inspire and generate conversations about art and artists. There is an awareness of the importance of developing the fine and gross motor skills to enable them to be able to manipulate and use materials with greater control, as they enter Key Stage 1.



#### BEING INSPIRED

Our curriculum provides the children with the opportunity to learn about a range of artists. We have ensured that they are given the opportunities to learn about artists from different cultural backgrounds and genders. We look at artists from the different art movements up to the current day including local artists. We learn about the stories behind the art works, the materials used and the techniques applied. Children use these art works as inspiration for their own original pieces. We make strong purposeful links with other curriculum areas ensuring any links enhance and strengthen the knowledge being gained.

#### VISUALLY LITERATE

We want our children to leave us with the knowledge and skills that enable them to become visually literate. We want them to be able to look at a piece of art and be able to make thoughtful and relevant comments. To achieve this we will ensure we are teaching children the specific vocabulary which will enable them to talk confidently about their artwork.

# The Inspire Multi Academy Trust

## Art & Design Progression

### Term 1

**Early Years:** In Term 1 children will build on the skills they have gained previously. They will be introduced to a range of materials and tools being taught how to use them with care and control. Children will develop their colour mixing techniques to enable them to match the colours they see and want to represent.







Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------	--------	--------



### Term 2

**Early Years:** In Term 2, they will have opportunity to draw from imagination and observation, starting to add more detail to what they draw. They will use their natural environment to define colours, shapes, textures, and smells.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------	--------	--------

<p style="text-align: center;"><b>Skill: Sculpture</b> Curriculum Link: Seasons</p>  <p style="text-align: center;"><b>Artist:</b> Andy Goldsworthy</p> <p style="color: red; font-size: small;">Use a range of materials creatively to design and make products</p> <p style="color: red; font-size: small;">Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p style="color: red; font-size: small;">Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p style="text-align: center;"><b>Skill: Sculpture</b> Curriculum Link: History - Mayflower</p>  <p style="text-align: center;"><b>Artist:</b> Antony Gormley</p> <p style="color: red; font-size: small;">Use a range of materials creatively to design and make products</p> <p style="color: red; font-size: small;">Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p style="color: red; font-size: small;">Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p style="text-align: center;"><b>Skill: Drawing</b> Curriculum Link: History of Railways and Industrial Revolution.</p>  <p style="text-align: center;"><b>Artist:</b> William Morris</p> <p style="color: red; font-size: small;">Create sketch books to record their observations and use them to review and revisit ideas</p> <p style="color: red; font-size: small;">Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range</p>	<p style="text-align: center;"><b>Skill: Sculpture</b> Curriculum Link: History – Ancient Civilizations</p>  <p style="text-align: center;"><b>Artist:</b> Ancient Civilizations</p> <p style="color: red; font-size: small;">Create sketch books to record their observations and use them to review and revisit ideas</p> <p style="color: red; font-size: small;">Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p style="text-align: center;"><b>Skill: Sculpture</b> Curriculum Link: History Ancient Greece</p>  <p style="text-align: center;"><b>Artist:</b> Grayson Perry</p> <p style="color: red; font-size: small;">Create sketch books to record their observations and use them to review and revisit ideas</p> <p style="color: red; font-size: small;">Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p style="text-align: center;"><b>Skill: Drawing</b> Curriculum Link: History - WW2</p>  <p style="text-align: center;"><b>Artist:</b> Henry Moore</p> <p style="color: red; font-size: small;">Create sketch books to record their observations and use them to review and revisit ideas</p> <p style="color: red; font-size: small;">Improve their mastery of art and design techniques, including <b>drawing</b>, painting and <b>sculpture</b> with a range of materials [for example, pencil, charcoal, paint, clay]</p>
--	---	---	---	--	---

<p>Learn 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.</p> <p>Explain what a sculpture is.</p> <p>Experiment how drawings can be turned into 3D models using wire.</p> <p>Explore the artist Andy Goldsworthy and Richard Long and use their art works as an inspiration for their own.</p> <p>Explain what they like about the work of others.</p> <p><i>To use simple geometric shapes when drawing.</i></p> <p><i>To learn to draw the shapes of objects and develop shading tones neatly.</i></p>	<p>Learn 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.</p> <p>Learn about different types of sculpture.</p> <p>Make sculptures using different materials including cardboard, boxes and wire.</p> <p>Learn about the artist Antony Gormley and use his art works as inspiration for their own.</p> <p>Give reasons for their preferences when looking at art work of others.</p>	<p>of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p> <p>Explore the art works of William Morris,</p> <p>Develop observational drawing.</p> <p>Exploring shading to add colour.</p> <p>Learning to evaluate each others work.</p>	<p>Learn about great artists, architects and designers in history.</p> <p>Learn about sculptures from the ancient civilizations and describe their work.</p> <p>Build on their knowledge of clay from Year 3 by learning to join pieces of clay.</p> <p>Use MODROC as an alternative sculpting material.</p> <p>Learn what an armature is and how to make one.</p> <p>Articulate how they may improve their work using technical terms and reasons.</p>	<p>Learn about great artists, architects and designers in history.</p> <p>Build on and apply their knowledge of working with clay including slabs, coils and slips to make a Greek pot.</p> <p>Use the history behind Greek pots to inspire them to design their own.</p> <p>Study and describe the art works of Grayson Perry.</p> <p>Evaluate their work against the criteria set, using appropriate vocabulary.</p>	<p>Learn about great artists, architects and designers in history.</p> <p>Explore Henry Moore's shelter drawings and use appropriate vocabulary to describe their work.</p> <p>Learn how to draw in perspective and apply this to their drawings.</p> <p>Apply their knowledge of creating shade and tone when drawing.</p> <p>Master their ability to draw the human form</p> <p>Apply what they have learnt as inspiration for their own drawings.</p> <p>Explain and justify preferences towards different styles and artists.</p>
--	---	---	---	--	---

**Term 3**

**Early Years:** In Term 3, children will be given the opportunity to experiment with mark making on a range of surfaces. They will learn about what an artist is and observe artworks describing what they see. They will have opportunity to use these artworks to inspire them in creating their own pictures.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------	--------	--------

**Term 4**

**Early Years:** In Term 4, children will make models inspired by their learning around space. They will explore using materials to create models, planning what they would like to make and discussing how they will solve problems should they arise.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Skill: Painting</b>  <b>Curriculum Link:</b> Geography To Plymouth and Beyond</p>  <p><b>Artist:</b> Local artist, Brian Pollard</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn 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.</p> <p>Explore the art works of local artist Brian Pollard and use his paintings as inspiration.</p>	<p><b>Skill: Painting</b>  <b>Curriculum Link:</b> Geography Desert v Dartmoor</p>  <p><b>Artist:</b> J.M.W Turner, Georgia O' Keefe and local artist, Peter Blake.</p> <p>Use a range of materials creatively to design and make products</p> <p>Use <b>drawing</b>, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, <b>line</b>, <b>shape</b>, form and space.</p> <p>Learn 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.</p> <p>Learn how to use watercolours.</p>	<p><b>Skill: Painting</b>  <b>Curriculum Link:</b> Mountains, Volcanoes and Earthquakes</p>  <p><b>Artist:</b> Margaret Godfrey, Nick Rowland, Frank Bowling</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p> <p>Explore and describe artists who have represented volcanoes.            Margaret Godfrey, Nick Rowland and Frank Bowling.</p>	<p><b>Skill:</b> Drawing  <b>Curriculum Link:</b> Geography - Rivers</p>  <p><b>Artist:</b> Marc Martin</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p> <p>To explore and discuss the art works of Marc Martin</p> <p>Develop use of Line. Shade and tone when drawing.</p> <p>Exploring how to add texture to paintings.</p>	<p><b>Skill:</b> Painting and textiles  <b>Curriculum Link:</b> Geography - Tundra and Taiga</p>  <p><b>Artist:</b> Alice Kettle and Hannah Rae</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p> <p>Explore and describe the work of artists who combine painting and sewing together.</p> <p>Use paint to create a background of the Tundra or Taiga as inspiration.</p>	<p><b>Skill: Sculpture</b>  <b>Curriculum Link:</b> History- Benin Kingdom</p>  <p><b>Artist:</b> Tony Phillips Romuald Hazoume</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p> <p>Further explore the history behind the Benin Bronzes.</p> <p>Learn about the artists Tony Phillips and Romuald Hazoume and their link to the Benin Bronzes.</p> <p>Use etching into clay to make Benin Bronze tile influenced by Tony Phillips.</p>

<p>Learn about colour mixing – making secondary colours and creating different shades, tones and tints.</p> <p>Explore making marks with paint brushes of different sizes.</p> <p>Develop their ability to draw shapes with greater precision.</p> <p>Explain what they like about the work of others.</p>	<p>Explore landscape paintings by J.M.W Turner, Georgia O’ Keefe and local artist Peter Blake. Describing their art work and using it as inspiration for their own.</p> <p>Use their visit to Dartmoor to inspire their own landscape drawing.</p> <p>Give reasons for their preferences when looking at art work of others.</p>	<p>Experiment with different painting techniques for example splattering, stippling, wash.</p> <p>Experiment using mixed media to create texture – collage and painting.</p> <p>Use the techniques they have learnt and the artists they have studied as inspiration for their representation of a volcano.</p> <p>Explain what they like/dislike about their art work and others.</p>	<p>Use a visit to River Meavy as inspiration for their illustrations.</p> <p>Articulate how they may improve their work using technical terms and reasons.</p>	<p>Use thread and stitching to create textural marks.</p> <p>Evaluate their work against the criteria set, using appropriate vocabulary.</p>	<p>Use found materials to make a sculpture inspired by Romuald Hazoume.</p> <p>Explain and justify preferences towards different styles and artists.</p>
--	--	--	--	--	--

**Term 5**

**Early Years:** In Term 5, children will be given the opportunity to explore different artistic effects to represent patterns within the animals they are studying through their learning on Africa. They will explore and discuss the patterns, textures and colours within fruit and vegetables through printing.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------	--------	--------



**Term 6**

**Early Years:** In Term 6, children will explore the natural environment to define colours, shapes, textures and smells representing these in their drawings and paintings. They will begin to show greater care and accuracy when drawing.



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------	--------	--------

<p><b>Skill:</b> Drawing <b>Curriculum Link:</b> History –</p>  <p><b>Artist:</b> Tom Mould</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn 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.</p> <p>Learn about and experiment with a variety of drawing tools.</p> <p>Explore mark making with a variety of tools.</p> <p>Learn about shading and creating light and dark tones.</p>	<p><b>Skill:</b> Drawing <b>Curriculum Link:</b> History –</p>  <p>Significant artists</p> <p><b>Artist:</b> Leonardo Da Vinci Edvard Munch</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn 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.</p> <p>Explore and discuss the drawings of artists Leonardo Da Vinci and Edvard Munch.</p> <p>Draw images by representing shapes and</p>	<p><b>Skill:</b> Sculpture/Painting <b>Curriculum Link:</b> History – Stone Age</p>  <p><b>Artist:</b> Lascaux Cave Drawings/Lion Man sculpture</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.</p> <p>Learn about the properties of clay through making a clay thumb pot.</p> <p>Learn about the first sculpture and represent this using clay.</p> <p>Apply their knowledge of colour mixing to make different shades, tints and tones,</p> <p>Experiment with using charcoal to draw images.</p>	<p><b>Skill:</b> Painting and collage <b>Curriculum Link:</b> English – Midsummers Night Dream</p>  <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.</p> <p>To explore the properties of charcoal.</p> <p>To explore how to create tone and texture when drawing.</p> <p>Develop skills in paper collage.</p> <p>Apply light and dark tones to collage.</p> <p>Articulate how they may improve their work using technical terms and reasons.</p>	<p><b>Skill:</b> Drawing and Crafting <b>Curriculum Link:</b> History – Anglo Saxons &amp; Vikings</p>  <p><b>Artist:</b> Anglo Saxon jewellery</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.</p> <p>Explore the history of crafting in Anglo Saxon times.</p> <p>Master their drawing skills to draw patterns and animals represented in Anglo Saxon jewellery.</p> <p>Learn how materials can be combined together to create models.</p> <p>Use collage – overlapping and layering to make a piece of Anglo Saxon jewellery.</p>	<p><b>Skill:</b> Painting <b>Curriculum Link:</b> Geography - Globalisation</p>  <p><b>Artist:</b> Yinka Shonibare</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.</p> <p>Explore and discuss the artwork of artist Yinka Shonibare.</p> <p>Experiment with creating patterns that represent our individual culture.</p> <p>Learn about wax relief applying this to paper and fabric.</p> <p>Apply the skills learnt to produce a piece of wax relief art that represents their culture.</p>
--	--	--	---	--	--

<p>Discuss and draw the shapes we see when we draw.</p> <p>Apply what we have learnt to create our own drawings of vehicles from the past.</p> <p>Explain what they like about the work of others.</p>	<p>drawing with greater accuracy.</p> <p>Understand how colours can convey feelings and emotions.</p> <p>Apply what I have learnt to create a drawing that can show an emotion.</p> <p>Give reasons for their preferences when looking at art work of others.</p>	<p>Explain what they like/dislike about their art work and others.</p>		<p>Evaluate their work against the criteria set, using appropriate vocabulary.</p>	<p>Explain and justify preferences towards different styles and artists, including discussions about the artwork of their peers.</p>
--	---	--	--	--	--

***Please turn over for an example planning unit for the Inspire Art Curriculum.***



YEAR ONE

TERM TWO

# Art and Design



DRAWING



PAINTING



SCULPTURE



CRAFTING



COLLAGE



ARTIST STUDY



<p><b>Enquiry Question</b></p>	<h2>What are sculptures?</h2>		
<p><b>NC Objectives</b></p>	<ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• Use <b>sculpture</b> to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, <b>texture</b>, line, <b>shape</b>, <b>form</b> and space.</li> <li>• Learn 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.</li> </ul>		
<p><b>Curriculum Coherence</b></p>	<p><b>Prior Knowledge</b>  <b>Exploring and using media and materials:</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)  <b>Being imaginative:</b> They represent their own ideas, thoughts and feelings through, art (ELG)  <b>Children have explored joining materials to create models. They have experimented with using clay and play dough to mould.</b></p>	<p><b>Future Learning</b>            To deepen their understanding of the different types of sculpture.            To use different materials to make sculptures inspired by Antony Gormley.            Give reasons for their preferences when looking at the artwork of others.</p>	
	<p><b>Connecting Concepts &amp; Vocabulary</b>            Seasonal changes – Autumn, spring, summer, winter            Sculpture            Abstract            Land art/earthworks sculpture            2D            3D</p>	<p><b>High Quality Text/Artists</b>            Andy Goldsworthy  <a href="#">Andy Goldsworthy born 1956   Tate</a>            Richard Long  <a href="#">Richard Long born 1945   Tate</a></p>	<p><b>Assessments &amp; Outcomes</b>            Children collaborate to make a wire sculpture.            Children collaborate to make land art inspired by the focus artists.            Sketchbooks are used to discuss the skills developed.</p>

**Knowledge  
Sequence**

**Lesson 1: What is a sculpture?**

In this lesson, children are going to be introduced to the term 'sculpture'. They will be introduced to the term 'abstract' and identify sculptures that are abstract. Please ensure the range of sculptures include those by Andy Goldsworthy and Richard Long, Look 2 by Antony Gormley as this will be studied in Year 2 and is a local sculpture, Messenger from outside the theatre Royal. Include the name of the sculpture and the artist who created it. The images are to be stuck into sketchbooks and children are record which one they like and why. They can annotate what they can see.

**Lesson 2: How can we represent a leaf in 2D?**

In this lesson, children will be developing their drawing and shading skills to draw leaves from across the seasons.

Start the lesson by asking children to share with you what they know about the changes in leaves from across the seasons. What colours do we see on the trees in autumn, winter, spring (including blossom) and summer? Display images of trees, blossom and leaves and talk about the shapes of the leaves. Have they got a smooth edge? Bumpy edge? Can you see any other marks? Have images of leaves, blossom and real leaves and allow the children to explore drawing the leaves. This can be modelled by the teacher first – showing the children how to look at the whole shape and then look for the finer details. Model how to shade in one direction with pencil, pastel or crayons. Allow children to see the difference between shading in one direction and shading in different directions and the impact that has.

At the end of the lesson, allow children to share their drawings with their peers and class teacher. Which is your favourite drawing and why?

**Lesson 3: How can we represent leaves in 3D?**

In this lesson, children will be making a leaf from wire and tissue paper and this will then be combined to make a tree sculpture.

Start the lesson by asking children what they know about sculptures. Highlight how sculptures can be made from different materials.

Refer back to the leaf work from the previous week and talk about the shapes of the leaves. Model how wire can be moulded to create a leaf shape and model how if you make a mistake, wire can be re-moulded. Allow the children to experiment with creating a leaf shape from wire. They can then choose which season their leaf will be from by selecting the colour tissue paper they will add to the wire.

The wire leaves/blossom can then be collated together to create a tree sculpture.

Class teachers to take photographs of the children learning which can be added into sketch books.

At the end of the lesson, discuss with the children something they have learnt to do today, what they feel they have done well and what they may have found tricky.



**Lesson 4: How do Andy Goldsworthy and Richard Long create their sculptures?**

In this lesson, children will be introduced to the term land art. Refer the children back to the images from lesson 1, can they recall the name of the artists who created these sculptures. Introduce the term land art and 'earthwork sculptures'

'Earthwork sculptures are works that are done in the ground or using various types of naturally-occurring rocks or wood'

Display the sculptures – possibly having some for children to look at in pairs or small groups and ask them to describe what they can see, which materials have been used, are there any patterns?

Children are to have images of different land art sculptures and to annotate them with the materials that have been used. They can record which they like and why.

### **Lesson 5: How can I create a sculpture using natural materials?**

In this lesson, the children will work outside to use natural materials they have collected and/or have been provided for them to create a land art sculpture.

Start the lesson by revisiting the sculptures created by Andy Goldsworthy and Richard Long. Allow children to look back at their sketchbooks and discuss what they noticed – patterns, shapes, colours. They then work with a partner or in a small group to use natural materials to make their own land art sculpture. Throughout the teacher is to discuss with the children what they have chosen and why.

At the end of the lesson, children are to look at each other's sculptures and discuss what they like about them.

Photos to be taken of the children working on their sculpture and the final piece to be stuck into their sketchbooks.