**Unit 1A: Shape and Sculpture**

Year Levels: 6 & 7
Teacher: Iain Hand

Alberton Cluster

Alberton Primary School *DECD SA*

**Term 2 Overview**

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| Timing | **Topics** | Learning OutcomesNational Curriculum | Activities | Assessment |
| Week  1 |   2 Dimensional Shape    |  Describes and draws two-dimensionalshapes, with and without digital technologies. Compares the areas of regular and irregular shapes by informal means. Compares and describes two-dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies. | Discuss & demonstrate different 2 dimensional shapes. Students practice drawing and identifying polygons, quadrilaterals and parallelograms. Students classify and describe 2 Dimensional shapes and measure sides of shapes using a protractor. Create an artwork using polygons based on Paul Klee’s ‘The Castle and Sun.’ | * Teacher observations.
* Work samples.
* Shared learning.
* Individual & group conferencing.
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| Week  2 |   3 Dimensional Shape\*\*    |  Describes the features of three-dimensional objects. Connects three-dimensional objects with their nets and other two-dimensional representations. Draws different views of prisms and solids formed from combinations of prisms | Discuss & demonstrate different 3 dimensional shapes. Students practice drawing and identifying prisms and pyramids. Students classify and describe 3 Dimensional shapes. Students draw models using 3 dimensional shapes for use in abstract sculpture project. | * Teacher observations.
* Work samples.
* Shared learning.
* Individual & group conferencing.
* Photographs.
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| Week  3 |   3 DimensionalSculpture    |  Makes models of three-dimensional objects and describes key features. Connects three-dimensional objects with their nets and other two-dimensional representations.   | Students collectively produce criteria for sculpture project. Using nets of chosen 3 Dimensional shapes, students begin to construct their abstract sculptures based on assessment criteria.  | * Teacher observations.
* Work samples.
* Shared learning.
* Individual & group conferencing.
* Photographs.
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| Week 4 |    3 DimensionalSculpture  |  Makes models of three-dimensional objects and describes key features. Constructs simple and complex prisms and pyramids.   | Using nets of chosen 3 Dimensional shapes, students begin to construct their abstract sculptures based on assessment criteria.  | * Teacher observations.
* Shared learning.
* Individual & group conferencing.
* Photographs.
* Peer & self assessment based on shared criteria.
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| Week  5 |    3 DimensionalSculpture\*   |  Makes models of three-dimensional objects and describes key features. Constructs simple and complex prisms and pyramids.   | Using nets of chosen 3 Dimensional shapes, students begin to construct their abstract sculptures based on assessment criteria. Students write a description of their sculpture including a title, its meaning & the number of faces, edges and corners used in its construction.  | * Teacher observations.
* Shared learning.
* Individual & group conferencing.
* Photographs.
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| Week  6 |    3 DimensionalSculpture\*   |  Makes models of three-dimensional objects and describes key features. Constructs simple and complex prisms and pyramids.   | Using nets of chosen 3 Dimensional shapes, students begin to construct their abstract sculptures based on assessment criteria. Students write a description of their sculpture including a title, its meaning & the number of faces, edges and corners used in its construction.  | * Teacher observations.
* Shared learning.
* Individual & group conferencing.
* Photographs.
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| Week  7 |   3 DimensionalSculpture\*    |  Makes models of three-dimensional objects and describes key features. Constructs simple and complex prisms and pyramids.   | Using nets of chosen 3 Dimensional shapes, students finish constructing their abstract sculptures based on assessment criteria. Students display their sculptures & using the criteria already developed, students self assess theirs and all other class member’s sculptures.  | * Teacher observations.
* Work samples.
* Shared learning.
* Peer & self assessment based on shared criteria.
* Photographs.
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| Week 8 |    Perspective Drawing\*\*  |  Draws different views of prisms and solids formed from combinations of prisms. | Students draw their abstract sculptures in one & two point perspective & display finished drawing. | * Teacher observations.
* Work samples.
* Shared learning.
* Individual & group conferencing.
* Photographs.

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\*\* Perspective drawing was taught to the class prior to this unit.

**Assessment Criteria: 3D Sculpture**

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| Achievement Level | Level descriptor |
| 0 | The student does not reach the standard described by any of the descriptions below. |
| 1    | A few shapes put together.Shapes not folded correctly.Shapes squished & dented.Under 4 pieces used.Sculpture not close to completion.No label. |
| 2-3     | Sculpture close to completion.Shapes not stuck together correctly.Shapes squished & dented.Artist has made an attempt to finish.Attempted to write label.Description of sculpture is unclear.  |
| 4-5     | Used cartridge paper as second layer for nets.Shapes stuck together securely.At least 50% of faces, edges & corners included.Only some imperfections in construction.Sculpture is named and labelled.Description of sculpture is a little unclear. |
| 6-7     | Used cartridge paper as second layer for nets.Shapes stuck together securely.Only some imperfections in construction.At least 75% of faces, edges & corners included.Sculpture is named and labelled with accurate spelling.Description of sculpture is clear & understood. |
| 8-9     | Used cartridge paper as second layer for nets.Shapes stuck together securely.Clean construction, neat joins.At least 90% of faces, edges & corners included.Sculpture is named and labelled with accurate spelling.Description of sculpture is clear using the language of Visual Arts. |
| 10     | Used cartridge paper as second layer for nets.Shapes stuck together securely.Clean construction, neat joins.At least 100 faces, 100 edges & 100 corners included.Sculpture is named and labelled with accurate spelling.Description of sculpture is clear using the language of Visual Arts. |