

# Pathway: Playful Making

## Pathway for Years 1 & 2

Disciplines:

**Sculpture, Drawing**

Key Concepts:

- **That when we make art in 3 dimensions it is often called Sculpture.**
- **That we can generate ideas through playful exploration.**
- **That we can build understanding of the properties of materials through manipulation.**
- **That making sculpture is a partnership between materials, ideas, hands and tools.**
- **That we can reflect upon our intention when we see our ideas made physical.**

In this pathway children are introduced to what sculpture can be, and invited to explore the work of other sculptors whilst taking a playful and inventive approach to making their own sculptures.

The pathway encourages children to start voicing their response to sculptural artworks, including their own, and to give them time and space to explore properties of materials, and what happens when you join one or more materials together to construct new forms.

Theme:

**Transformation & Invention**

Medium:

**Construction Materials (card, paper, wood, wire, string, fabric including recycled and found objects)**

Artists:

**Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett**

This pathway will take approximately half a term, based upon a weekly art lesson.

**If you use this resource in your setting, please tag us**



AGES 5-8

## Curriculum Links

**Geography:** Adapt the playful making approach to make sculptures of ports and harbours, towns, cities, villages, The Great Wall of China etc.

**Maths:** Uses language to support understanding of 2D/3D shapes, sequence, measuring, position & direction.

**Science:** Uses language to support understanding of properties and manipulation of materials.

**PSHE:** Collaboration, responsibility to the planet.

## I Can...

- I have explored what we mean by "sculpture" and I thought about what I like about different pieces of sculpture.
- I can use my sketchbook to make drawings inspired by sculptures I have seen, to help me think about what I like, and to remember what I have seen.
- I can use my hands to make small sculptures out of lots of different materials. I can bend, twist, fold, cut and fasten.
- I can use my hands to make sculptures without designing first. I can just see what happens if...
- I can discover that sometimes working with materials is hard work – things break or my fingers hurt – but that is all ok!
- I can share my work and listen to what other people like about it.
- I can look at other people's work and sometimes share what I like about it with them.

# Pathway: Playful Making

## Aims of the Pathway

This pathway aims to introduce children to the idea of Design through Making: a playful approach to exploring materials and constructing sculpture.

**Week 1: Introduce the idea of "Sculpture"**

## What Is Sculpture?

Use the "[What Is Sculpture?](#)" resource to introduce children to the idea that when we make art in 3 dimensions it is often called Sculpture.

Talk

## Enable Children to Be Curious & Articulate

Use the animation above as a starting point to talk about Sculpture made by Sculptors. Use the artworks and questions on the "[Talking Points: Introduction to Sculpture](#)" to help children explore sculpture made by other artists.



Work in Sketchbooks

## Show Me What You See

Invite pupils to make drawings of the sculptures using the "[Talking Points: Introduction to Sculpture](#)" resource above. Create drawings in sketchbooks inspired by the videos and images using "[Show Me What You See](#)".

## Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

## Materials

A3 Sugar paper, handwriting pens.  
Construction Materials (see [list here](#) )



Remember that children are using drawing as a way of collecting information and adding their own thoughts. They can also add words etc (no need for sentences).

Remember there is no need/requirement to add learning objectives to sketchbooks or to mark the pages in any way.

## Week 2: Start Making

### The AccessArt Making Prompt Cards

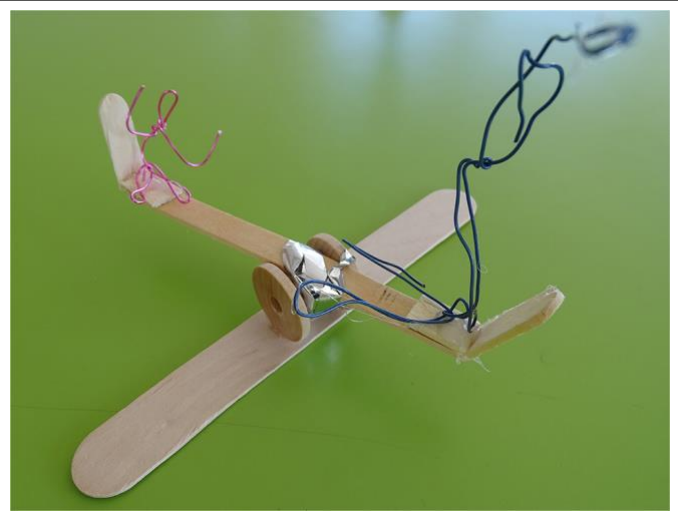
Time to let the children explore materials and tools and connect hand, heart and head. Before you introduce children to this activity, watch "[Design through Making](#)".



In this warm up session, introduce children to "[The AccessArt Making Prompt Cards](#)" a wide range of materials and invite them to make in a playful way without a predefined outcome in mind.

Openly invite the children to explore the materials without "knowing" what they will make ("We are going to be explorers and inventors..."). This comes easy to young children and we tend to grow out of it as we get older - but it's an important skill to acknowledge and retain. Collect together materials on the materials list in the Teacher notes column, and choose one or more of the prompts.

**Week 3 & 4: Find your Focus**



At the end of the session, tidy the room and clear a space to show the “sculptures” made. Remember these are just “doodles” of materials – and are the first stage in exploring the properties of materials, and how we can connect and combine to make new objects. Ask the children to try to guess the prompt card used, and to talk about the sculptures as a class.

**Make Your Sculpture**

**Choose from one of the projects below**, or adapt a similar approach to your own area of focus/curriculum theme.



All the resources below share the common aim of enabling children to explore materials, simple tools and their ideas, with plenty of freedom to play and invent. Give children plenty of time and space to explore, take creative risks, discover and share, without working towards a predefined outcome. Encourage and celebrate individuality. Have sketchbooks open on tables and encourage children to make notes, record and reflect.

Project 1

**Creativity Medals**



Jan Miller is an Art and Design Technology teacher and magazine editor with 25 years' experience. Invite children to create imaginative and unique "[Creativity Medals](#)" using recycled materials.

Or...

Project 2

**Making a Roller Coaster**



KS1 children use their imaginations and sense of fun to collaborate to create a "[Model Roller Coaster](#)" with moving parts.

Or...

Project 3 & 4

**Boats That Float & Sea Creatures**

Both these projects were illustrated with older children, but they follow the same playful making approach. Adapt by keeping tools simpler (ie scissors, but no pliers or glue guns).

[Boats That Float](#)  
[Sea Creatures](#)

**Week 6:**

**Reflect &  
Discuss**

## **Share and Celebrate the Outcomes**

Time to see the work which has been made, talk about intention and outcome.

Invite children to display the work in a clear space, and walk around the work as if they are in a gallery. Give the work the respect it deserves. Remind the children of their hardwork.

If you have class cameras or tablets, invite the children to document their work, working in pairs or teams. Think about how the work is lit and what it is displayed on. Encourage them to feel able to change the background, turn the sculpture around etc.

[Use the resource here to help you run a class "crit" to finish the project.](#)