

Unit Plan Template Year 9 Unit 4

Name of unit: 3D Sculpture: Bringing Wildlife to Life in Three Dimensions	
Expected Outcomes - Learners will design a sculpture based on their previous wildlife artwork. - Learners will explore form, movement, and character through sketches and models. - Learners will experiment with 3D materials and construction techniques. - Learners will build a sculpture using appropriate structural methods. - Learners will add surface detail, texture, and colour to enhance their sculpture. - Learners will reflect on their creative process and evaluate their final piece.	
Developmental Focus Opportunities - Spatial awareness: Understanding form and structure in three dimensions. - Material exploration: Working with wire, cardboard, papier-mâché, and clay. - Creative problem-solving: Adapting designs and overcoming construction challenges. - Artistic independence: Making decisions about form, texture, and finish. - Critical reflection: Evaluating the effectiveness of design and execution.	
Key Learning Points	Powerful Knowledge
- Sculpture involves planning, structure, and surface treatment. - Artists use form and texture to express movement and character. - Different materials require different construction techniques. - Colour and surface detail enhance the expressive qualities of sculpture.	- Understanding how 2D designs can be translated into 3D forms. - Applying construction techniques to build stable and expressive sculptures. - Using texture and colour to communicate artistic intent.
Subject-Specific Vocabulary	Reading Opportunities
Sculpture Form Structure Texture Surface Papier-mâché Armature Balance Character	- Artist profiles (e.g., Deborah Butterfield, Nick Mackman, Niki de Saint Phalle). - Articles on animal sculpture and public art. - Technique guides for 3D construction and surface finishing. - Visual analysis of famous sculptures.
Possible Misconceptions	Cross-Curricular Links

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- Sculpture is just about shaping clay.
- 3D art doesn't require planning or drawing.
- All sculptures must be realistic.
- Papier-mâché is weak or only for children's crafts.

- **Science: Exploring animal anatomy and skeletal structure.**
- **DT: Understanding materials, tools, and construction methods.**
- **Maths: Exploring balance, symmetry, and measurement.**
- **Geography: Studying animals in different environments.**