



St Leo's and Southmead
Catholic Nursery and Primary

Year 6

ART- Sculptures Knowledge Organiser

Spring
Term

Amazing Activity

- Visit a local art gallery to observe sculptures.

Key Concepts

1. Who is Henry Moore? Children to use the internet to research facts about Henry Moore. Share facts with the class.
2. Research sculptures created by Henry Moore. Sketch designs in sketch book using shading.
3. Look at a selection of sculptures by Henry Moore. Explain why you like them, what they remind you of and the story they tell.
4. Watch video clips showing some of Henry Moore's work. Design a sculpture that would represent/tell a story about our school.

Key Vocabulary

- Construct: To build, as in a piece of sculpture.
- Clay: Stiff, sticky fine-grained earth that can be moulded when wet and baked to make bricks, pottery or other art forms.
- Observation: The action or process of studying or monitoring something closely.
- Sculptor: The name given to an artist who specialises in making sculpture.
- Sculpture: The art of making 3D forms especially by carving stone or wood or by casting metal or plaster

Henry Moore—Sculptures

- Henry Moore was one of the great [sculptors](#) of modern art. He created three-dimensional works out of bronze, stone, and wood. His sculptures, made during the 1900s, can be seen today in museums, private collections, and public spaces around the world.
- Moore grew up in a large family of eight in West Yorkshire, England. Young Henry's artistic talent was recognized and encouraged by his teachers as he showed signs of artistic skill from a very early age. After serving in the British army during WW I he put himself through an art program at the Leeds College of Art.
- Moore is best known for his sculptures, however, his lesser mentioned artwork is also interesting and his sketches of [sheep](#) done in 1972 show his varied skills.

Henry Moore 1898-1986



Curriculum Links

Computing, English, History

Skills

- Select ideas for sketchbook based on first hand observation, experience or imagination and develop through research.
- Refine use of learnt techniques.
- Adapt work following feedback or discussion.
- Begin to develop an awareness of composition, scale and proportion.
- Use simple perspective using a single focal point and horizon.
- Produce intricate patterns and textures in malleable media
- Use different techniques, colours and textures when designing and making pieces and explain choices.
- Follow a design brief to achieve an effect for a particular function
- Describe work and ideas of various artists, architects and designers using correct vocabulary and referring to historical and cultural contexts

“Nurture, Inspire, Succeed”