

Teachers' Resource Pack

For teachers, educators and artists.

Ideas, activities and planning for KS2—4 to creatively explore sculpture and the **Artist Boss** project.

Explore & Create

Anthony Caro and Artist Boss

Anthony Caro (1924-2013) has played a pivotal role in the development of twentieth century sculpture. After studying sculpture at the Royal Academy Schools in London, he worked as assistant to Henry Moore. He came to public attention with a show at the Whitechapel Gallery in 1963, where he exhibited large abstract sculptures brightly painted and standing directly on the ground so that they engage the viewer on a one-to-one basis. This was a radical departure from the way sculpture had been seen before.

Caro's work is characterised by assemblages of metal often using 'found' industrial objects. He is regarded as an abstract sculptor of the modernist school. He later employed assistants in the production of his own work. The Artist Boss project looks at what happens to the assistants to explore legacy, creative careers and the development of sculpture today.

For further information about the participating artists, please see 'About the artists and contributors' page.

This resource pack provides activities, questions and information for a quarterly or half-termly project for KS2, 3 & 4.

KEY STAGES 2 & 3

Prior

Before visiting the exhibitions, pupils and teachers should explore the Artist Boss website and use the downloadable resources to gain insight and an understanding of the project.

KS2 — with teachers' input

KS3 — independent exploration

Visiting and recording the exhibitions

Exploring and developing ideas:

Pupils are encouraged to make first-hand observations of the sculptures and discuss the work, site and location to develop their ideas through questioning and discussion.

Pupils should use their sketchbooks to draw the sculptures and record observations and thoughts throughout the exhibition using some of the questions outlined here:

Facts

Who made the artwork? When?

What is it made out of?

What processes and techniques have been used to make it?

What size is it? What colour is it? What texture is it?

Impressions

Do you like / dislike the artwork? Why?

Describe the similarities and differences between sculptures.

How does it make you feel?

Why do you think the artist chose this material?

What would you change about it?

If you could talk to the artist about the work, what would you ask him/her?

If you could display the sculpture somewhere else, where would you put it and why?
 How is it different seeing a sculpture in the gallery, compared to in a book or on the Internet?

Exploration

Find a sculpture that has similar shapes.
 Find sculptures that are made of the same materials.
 Find a sculpture that is different, and come up with 3 points to explain why.

Process, materials and techniques

Encourage pupils to look at and think about the processes that may have been involved in creating the pieces as well as the materials and techniques.
 Find 5 different ways the sculptures have been made and constructed.

Imagination (KS3 appropriate)

If the sculpture came to life how would it move / talk? What would it think?
 If you jumped inside the sculpture, what would it feel / sound / smell like?
 What do you think the sculptures were expecting before they moved into the gallery?
 Where do you think the sculptures go when they are not on display?

Evaluating

Pupils are encouraged to discuss and compare sculptures, considering different approaches, methods of production and ideas. They are encouraged to think critically and evaluate the sculptures.

Example question:

Are there any sculptures that you have seen which evoke the same meaning or emotion?

Investigating and making art, craft and design

Homework

Encourage the children to look into and research a particular artist, piece of work or concept that they felt inspired by in the exhibition and be ready to present to the class in their first art lesson.

Encourage pupils to engage with multimedia (video/poster/PowerPoint/Prezi) to document their findings to present to class.

Follow up project: 3—6 week (quarter/half termly project)

Depending on materials that the children wish to use and are available, please provide support on how to use tools and materials safely and appropriately.

Week	Learning Intentions/Objectives	Support/ Extension Activities	Resources and Assessment
1.	To use the sculptures as inspiration for their own work. To sketch ideas and think about materials.	S: Pupils need to have chosen 1 piece of sculpture before leaving exhibition. E: Pupils compare 3 sculptures.	To use the sculptures as inspiration for their own work. To sketch ideas and think about materials.

2.	To develop and refine ideas for making.	<p>S: Individual basis where required. Provide visual stimulus for children with processing issues.</p> <p>E: In their sketchbooks, draw how they foresee their outcomes.</p>	<p>R: Pens, pencils, sketchbooks, clay, wire, tissue paper, wood, tape, modelling clay, found objects and any other suitable materials</p> <p>A: Pupils to present ideas to class and feedback.</p>
3–5.	<p>To produce a piece of work in response to sculptures in the exhibition.</p> <p>To refine their favourite aspects into a final piece.</p>	<p>S: As needed where required. Provide visual stimulus for children with processing issues.</p> <p>E: Photograph stages of making and reflect in sketchbook.</p>	<p>R: Pens, pencils, sketchbooks, clay, wire, tissue paper, wood, tape, modelling clay, found objects and any other suitable materials</p> <p>A: By outcome</p>
6.	<p>To produce a small exhibition (Please send pictures to Artist Boss website)</p> <p>To reflect, evaluate and write up.</p> <p>To talk about their piece to the class: how and what they did, new skills and to explain their inspirations and ideas.</p>	<p>S: Individual basis where required.</p> <p>E: Photograph final exhibition and document evaluation processes (document post-it notes and record discussions).</p>	<p>R: Post-it notes, pens, pencils, sketchbooks, clay, wire, tissue paper, wood, tape, modelling clay, found objects and any other suitable materials</p> <p>A: Peer evaluation: Use post-it-notes for children to post positive/constructive comments on others' work.</p> <p>Self-assessment: Homework: write about the experience of making and putting together an exhibition in comparison to the Artist Boss exhibition.</p>

KEY STAGES 3 & 4

These activities can be adapted and used for KS4 allowing pupils to work through activities independently. Example questions for KS3–4 set out below:

Imagination

Pupils explore and experiment with ideas, materials and techniques in a new environment to encourage them to think differently, with new ways of working, and take creative risks. Explore how materials join and come apart. What does this represent in the final sculpture?

Cultural Understanding

Using the Artist Boss website and book, pupils can explore the interviews with artists. Pupils should explore and examine the different roles of an artist. They can investigate how work was made, and who was involved in the process. They can explore how different artists developed their careers and investigate the range of media, materials and ideas applied by the various artists.

Critical Understanding

Pupils are encouraged to develop their own views through critical discussion about sculpture. Pupils should investigate, analyse and compare different sculptures requiring informed choices around process, techniques and materials.

Consider the context of artworks, materials and techniques used by a variety of artists.

Pupils should document and record conversations for reflection and analysis after completing their work.

For KS4 advanced and beyond, please see 'Young people' resource.

Curriculum content covered: Subject content KS2—4

Pupils will develop their techniques, including their control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils will:

- Use sketch books to record observations and use them to review and revisit ideas;
- Improve mastery of art and design techniques, including drawing and sculpture, with a range of materials to increase proficiency in their handling of different materials;
- Discover great artists, and the history of art and sculpture, including styles and movements to the present day;
- Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

This resource has been developed with reference to the Department for Education Art & Design programmes of study National Curriculum KS1-4 in England 2013. R. Pullinger and J. Dunseath with input from G. Morris and E. Kerr.