

Heavy Metal Year 4

The focus of this topic is Art

Words I need to know and use:

wire sculptures	<i>the creation of sculpture or jewellery out of wire</i>
sculptor	an artist who makes sculptures
sculpture	the art of making three-dimensional representative or abstract forms, especially by carving stone or wood or by casting metal or plaster.
mould	form (an object) out of malleable material.
malleable	(of a metal or other material) able to be hammered or pressed into shape without breaking or cracking.
prototype	a first or preliminary version of a device or vehicle from which other forms are developed.
securely	in a fixed or stable manner.
decoration	the process or art of decorating something.

Shapes are an important part of sculpture.

They can be natural or man-made, regular or irregular, geometric or organic, coloured, patterned or textured.

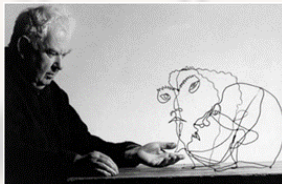
Shapes can be used to control your feelings in the composition of an artwork:

Squares and Rectangles can portray strength and stability

Circles and Ellipses can represent continuous movement

Triangles can lead the eye in an upward movement

Inverted Triangles can create a sense of imbalance and tension



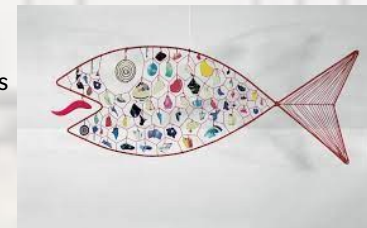
Alexander Calder created works with wire and pliers. He would bend, twist and crimp wire to form three-dimensional portraits of celebrities and friends that had all the vitality and spontaneity of a line drawing in space.

Key knowledge:

The 'Big Ideas' in art are: inspiration, experimentation & expression

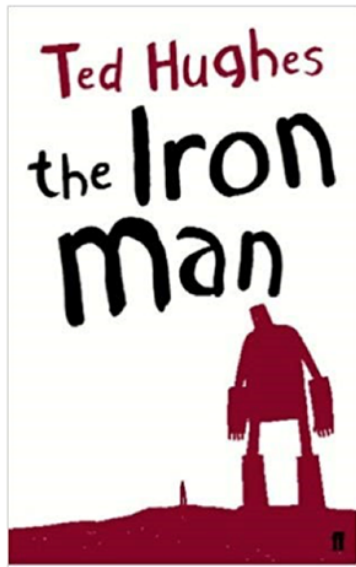
Key Question: Who is Alexander Calder?

- Study wire sculptures by Alexander Calder and use computer generated animation as starting points for own work (**inspiration, experimentation, expression**)
- Use pipe cleaners, to create prototype models before sculpting with wire for final product (**experimentation, expression**)
- Use the work of Alexander Calder (Sculptor) to replicate ideas or inspire own work (**inspiration, experimentation, expression**)
- Create wire sculptures inspired by Alexander Calder (**inspiration, experimentation, expression**)
- Study the work of Alexander Calder (Sculptor) identifying the 7 elements of art and the principles of balance, contrast, emphasis, movement, rhythm and unity using the work as an inspiration for their own art (**inspiration**)
- Use artists work as an inspiration for their own. (**inspiration, experimentation, expression**)
- Decide what materials best suit the task by exploring known techniques. (**experimentation**)
- Collect ideas in sketch books and annotate using key, relevant art vocabulary. (**experimentation, expression**)
- Know that 3-dimensional art includes the length, width, and depth of an object such as a structure, building, or sculpture. (**expression**)
- Draw shadows and understand tones are created by the way in which light falls on a 3D object. (**experimentation, expression**)



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Blurb:

'Reckoned one of the greatest of modern fairy tales.'

Observer

'Starts superbly with a clanking iron giant toppling from a cliff and lying smashed on the rocks below. Then his various parts get up and search for each other. Hughes has never written so compelling.'

The Times

Key Information:

Plot: Mankind must put a stop to the dreadful destruction caused by the Iron Man. A trap is set for him, but he cannot be kept down. Then, when a terrible monster from outer space threatens to lay waste to the planet, it is the Iron Man who finds a way to save the world.

Setting: Science fiction/fairy tale: a coastal farm

Themes: bravery, prejudice, irrational fear, inclusion, teaching children not to fear people who are different to themselves, but to learn to understand and accept them. It is also critical of warfare and violence, showing how intelligence can succeed where weaponry fails.

Key Characters:

The Iron Man	The giant "metal man" of unknown origin
Hogarth	The local boy who lures the Iron Man
Space-Bat-Angel-Dragon	The space-being who resembles a dragon
Farm hands	Hatch a plan to trap and bury the Iron Man

Author Voice:

The Iron Man was a story for his own small children, and that he later wrote it out just as he had told it over three or four nights. He described the story as "like a kit or blueprint for putting together a little boy", and he said that he felt he should tell his children stories to make things possible for them; stories that allowed them to win. He described The Iron Man as bringing the boy into a friendly relationship with the mysterious world of technology and machines in such a way that he can control it. And, in the "creature from space", he said, "you have the terrible, possibly demonic world of what comes up from inside, out of the elements" and the boy and the Iron Man are "brought into a workable relationship with that, too."

Key Vocabulary:

Astronomer	A Scientist who studies the stars, planets and other natural objects in space.
brink	the extreme edge of land before a steep slope or a body of water
harmony	the combination of simultaneously sounded musical notes to produce a pleasing effect
hush	A silence
petroleum	a dark, thick oil obtained from under the ground, from which various substances, including petrol, are produced.
Scrap metal	Discarded waste metal suitable for reprocessing.

Key Quotes:

"The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows."

"If you're all so peaceful up there, how did you get such greedy and cruel ideas?"

The dragon was silent for a long time after this question. And at last he said: "It just came over me. I don't know why. It just came over me, listening to the battling shouts and the war-cries of the earth - I got excited, I wanted to join in."

Discussion Points:

- Why would the Iron Man turn from villain to hero?
- What key message was Ted Hughes getting across?
- Which character would you describe as the bravest and why?