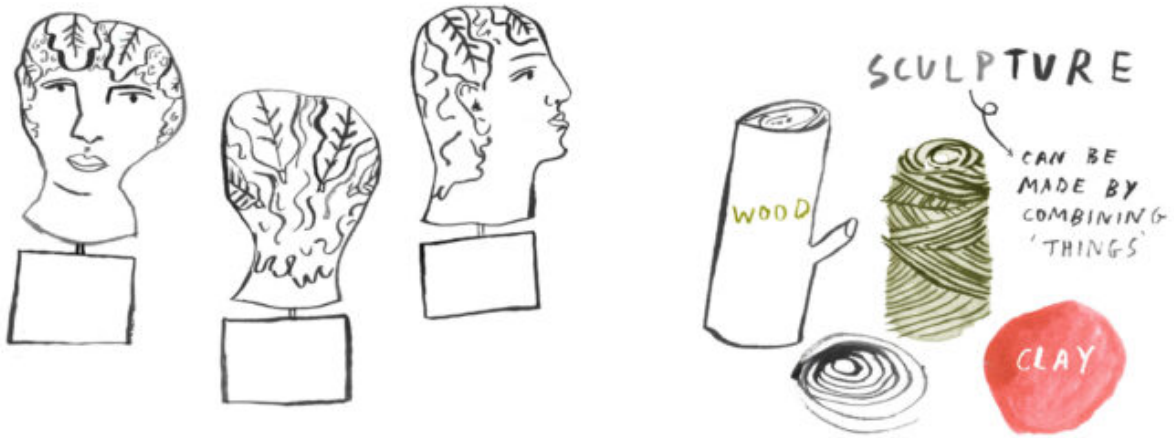


# What Is Sculpture?

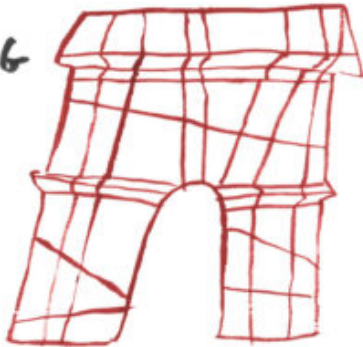
As part of our [Pedagogy in 250 Words](#) series, explore what sculpture is and can be. Become a [member](#) to watch the video below.

# WHAT IS SCULPTURE? → 3D ART



SCULPTURE CAN BE ...

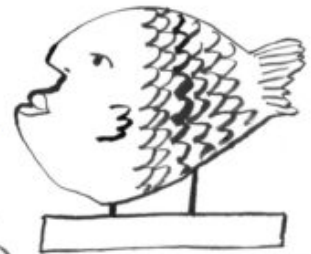
BIG



L'ARC DE TRIOMPHE 2021 CHRISTO & JEANNE-CLAUDE

SMALL

WHAT IS IT?



FISH NO 1 BY TARAS LEVKO

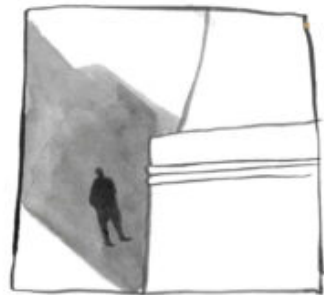
SOMETIMES IT'S EASY TO KNOW WHAT IT IS... SOMETIMES IT'S CONFUSING

SOMETIMES IT MAKES YOU FEEL GREAT



CLAES OLDENBURG

SOMETIMES IT MAKES YOU FEEL OTHER WAYS



SCULPTURE CAN BE ...



LIGHT



SOUND



SMELL

LOOK AT THE MATERIALS AROUND YOU AND ASK:

WHAT CAN THEY BECOME?  
WHAT CAN I MAKE?

---

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## Pathway: Playful Making



[Featured in the 'Playful Making' pathway](#)

## Pathway: Making Birds



[This is featured in the 'Making Birds'](#)

## pathway

### Talking Points: Introduction to Sculpture



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**How Do We Look At  
Contemporary Sculpture: Meg  
Klosterman**

---

**How Do We Look At  
Contemporary Sculpture: Mel**

**Woo**

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**How Do We Look At  
Contemporary Sculpture:  
Victoria Rotaru**

---

**Making is Hard**

---

**Make First**

---

**Transformation of Materials  
Inspired by El Anatsui**

# See This Resource Used in a Pathway...



## Transforming Materials into Sculpture

This pathway shares how teachers might take inspiration from El Anatsui and encourage pupils to think how they might disassemble objects around them to transform them into sculptural pieces.

[Read More.](#)

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# Touch Wood

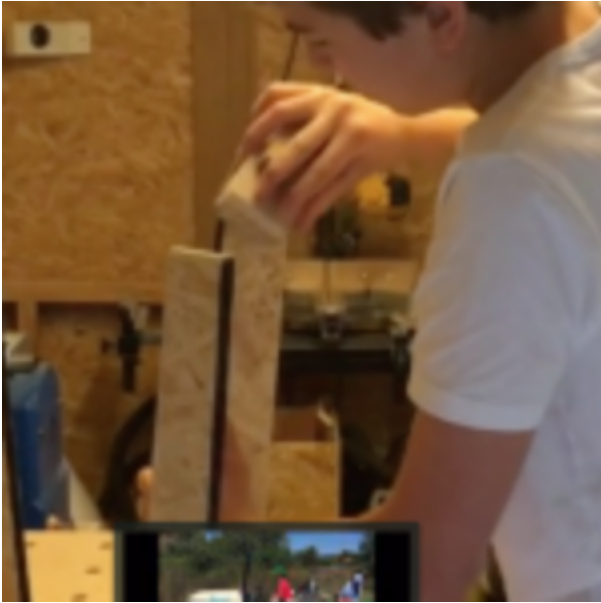
## What We Like About This Resource...

“You can get a real sense of the environment in this post and how this could provide so much inspiration for creative projects. We are aware there the challenges to exploring the outdoors when many schools are in towns and cities. A way around this could be to have a regular collection of natural objects within the classroom and using them as a stimulus to respond creatively in sketchbooks or in extended projects” – *Andrea, AccessArt*

## You Might Also Like...



## Woodland Exploration



## A Passion for Woodworking



## Visual Arts PLanning: Tees, Forest and Landscapes

---

# Which Artists: Su Blackwell

## What We Like About This Resource...

“It’s really interesting to hear how Su’s career path evolved organically, and how experimenting with different disciplines such as ceramics and sculpture whilst studying Textiles at the RCA began her journey towards paper craft and books. We really like how the small book sculptures inspired the larger scale set designs for *The Snow Queen*. They transfer so effectively to the stage and you can imagine how engaging it would be for a young audience to recognise letters and words on lampposts and other scenic elements”. – *Rachel, AccessArt*

## You Might Also Like...



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## Set Design for Primary Aged Children

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# Henry Moore's Shelter Drawings

## You May Also Like...

Pathway: Exploring Form Through Drawing



[This is featured in the 'Exploring Form Through Drawing' pathway](#)

Watercolour Washes Inspired by the Tapestries of Henry Moore



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## Working with Dogwood

### What We Like About This Resource...

“It’s lovely to see a resource that centres on a particular material and the scope it offers. I particularly like how the dogwood is used here to make wooden beads. This idea could be developed further by looking at how wood has been used to make jewelry throughout history and within many different cultures.” – *Rachel, AccessArt.*

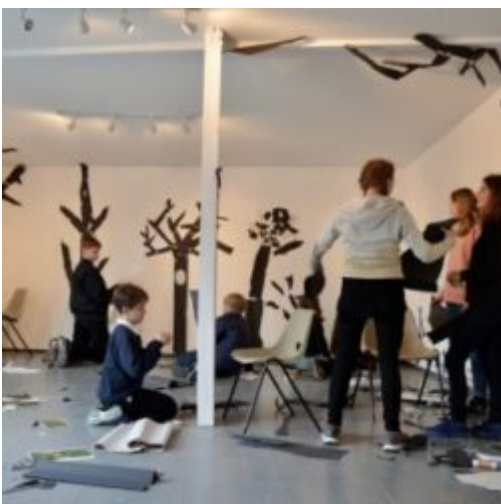
# You Might Also Like...



## [A Passion for Woodworking](#)



## [Woodland Exploration](#)



## [Visual Arts Planning: Trees, Forests and Landscape](#)

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# Dropped Cone Sculptures with Julia Rigby

## What We Like About This Resource...

“There’s a really fun element to this activity which is you can imagine all children really enjoying! The idea of food on large scale is a great starter for a sculpture project and an early exploration of working in 3D. What’s really positive to see in this project is how the children used their sketchbooks to design their ice creams prior to working in 3D. They then had the opportunity to re visit and refine their ideas as they worked. This provides a solid foundation for the concept of design development and design through making- both of which underpin any visual arts or design project or profession. For more support on how to develop sketchbook practice in your setting please see our [Sketchbook Journey](#)” – Rachel, AccessArt



## You Might Also Like...



### [Art Club Cafe](#)



### [Communal Drawing: Summer Picnic](#)



## Redesigning Food Packaging

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**Which Artists: We are out of office**

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**Ethos: Learning From Participants**

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# Connecting With Nature Through Art

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## Home: The Little House on West Street LockDown Project

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### Sculptural Challenge No 1: Colourful Walls

A sculptural challenge encouraging the exploration of colour.

AGES 9-11

AGES 11-14

Artwork by Krijn de Koning

Questions for Children

How would it feel to be in the spaces Krijn creates?

How do you think he chooses the colour for each wall? How do you think the shape and size of the wall affects the colour too?

Find more of Krijn's work [here](#).

## Sculptural Challenge!

Use Krijn's work as your inspiration, think about how you might make a series of colourful walls. You won't be building a life-size sculptural installation (not today anyway!) but instead you can either make a model or create a piece of 2d artwork which shares your vision. Remember, because you are not creating the artwork then you can really be imaginative and dream!

Here are some clues, but you may have your own ideas too:

Use your sketchbook to "collect" colours that you like. Find them in magazines by cutting swatches out, find them by mixing paints, find them by mixing other materials. Record them, test them, label them, make notes (what colours did you mix?), name them (the names you give them might help you to describe the affect they have on you).

Next think about what the "walls" would be like. What shape? What size? Would they enclose? Would they have holes? Would there be a roof? How do



they connect? How would the person get in to the space? How would you want the person to feel? Again, use your sketchbook to plot and plan.

Think too about the location or context you would like your sculptural installation to be in. Would you like it to be in the Antarctic? The jungle? The high street? Again, use your sketchbook.

Think about how you would apply your colours to the walls? Would each wall be one colour? Would you introduce pattern? Images? Again, use your sketchbook.

Finally, either make a model using card, paint, fabric etc to share your vision, or make a 2d artwork.

## You May Also Like...

Pathway: Brave Colour



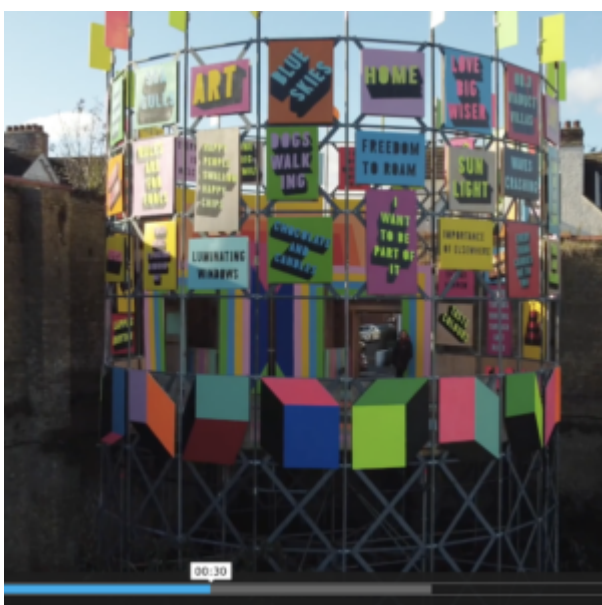
[This is featured in the 'Brave colour' pathway](#)

**Talking Points: Yinka Ilori**



[See how Yinka Ilori transforms spaces with colour and pattern](#)

**Talking Points: Morag Myerscough**



Explore installations and immersive spatial artworks that transform places

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## **Sculptural Challenge No 2: Colour, Light and Form**

A sculptural challenge to encourage the exploration of colour, light and form.

AGES 9-11

AGES 11-14

### **Questions for Children:**

Can you imagine what it would be like to be in a room with the installations in the videos above? How would it make you feel? What do they remind you of?

How do you think the colour affects the mood?

### **Sculptural Challenge!**

Using the artwork in the videos above as your

inspiration, think about how you might design a sculptural installation which involves light, form and colour.

You won't be building a life-size sculptural installation (not today anyway!) but instead you can either make a model or create a piece of 2d artwork which shares your vision. Remember, because you are not creating the artwork then you can really be imaginative and dream!

Here are some clues, but you may have your own ideas too:

Use your sketchbook to "collect" colours that you like. Find them in magazines by cutting swatches out, find them by mixing paints, find them by mixing other materials. Record them, test them, label them, make notes (what colours did you mix?), name them (the names you give them might help you to describe the affect they have on you).

Think about the kinds of forms (shapes) you would like the coloured light to fall on to. Would you like the coloured light to surround a person, or would you like the person to pass near the objects? How would the person enter the space? Would the space be very small or very large? How would you want the person to feel? Again, use your sketchbook to plot and plan.

Think too about the space you would like the coloured light to be in. Would you like it to be a dark space so that the lights show up against the



darkness, or would you prefer a light space, so that it feels floaty and ephemeral?

Think about how you would apply your colours to the walls? Would each wall be one colour? Would you introduce pattern? Images? Again, use your sketchbook.

Finally, either make a model using card, paint, fabric etc to share your vision, or make a 2d artwork. If you make a small space, you might like to be inspired by the [Mini Art World](#) Resource and use coloured filters and torches to replicate the space.

## You May Also Like...

Pathway: Brave Colour



[This is featured in the 'Brave colour'](#)

## pathway

### Talking Points: Carnovsky



Explore different colour profiles and see how light can transform art

### Which Artists: Liz West



Find out how Liz West is inspired by

## light, colour and reflections

### Talking Points: Olafur Eliasson



See how Eliasson uses elemental materials such as light, water, and air temperature

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## Flying Minpin Birds

Roald Dahl's *The Minpin Birds* inspired Arbury school pupils to design and make their own birds for a tiny Minpin to ride upon. Alongside this project, the class drew their own maps of imaginary worlds and imagining themselves as Minpins.

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# Classical Inks