



# Shannon Dowdall

Inver College

5th Years - 3D Food Sculptures

16 students - Mixed gender and ability

# 5th Years - 3D Construction

## Aim of UoL:

To create a detailed 3D piece based on the theme of food under the title 'Five Star Meal', students will be constructing a 3D piece using processes such as creating sketches and thumbnails, creating an armature and using paper mache for their sculpture. Using AEDP including, texture, shape and colour, taking inspiration from surrealism.

**Theme:** 'Five Star Meal'

**No. of Pupils:** 16

**No. of Lessons in UoL:** 12 lessons

## Learning Outcomes for UoL

**1.1 Looking** - Use critical and visual language to describe an artwork

**1.3 Experimenting and interpretation** - Experiment with ideas, media and techniques.

**2.1 Making** - Apply appropriate skills, knowledge and techniques.

**2.3 Process** - Create a selection of drawings, studies and realised work.

**3.4 Critical and personal reflection** - Discuss the development of ideas and work from conception to realisation.

**3.5 Process** - Justify their research, processes, decision making and realised work.

# Lesson 1 - 'What is 3D', Brainstorming food and materials

## Learning Intentions

- **Know** how the processes behind creating a structure for a 3D piece.
- **Be able to** apply the theme of the project into their idea planning.
- **Understand** the work of a 3D sculpture artist.

## Success Criteria

- **All students** will understand the process of how to create a 3D piece and the techniques we will be using.
- **Most students** will know the work of a 3D artist who uses food as their subject.
- **Some students** will begin jotting down ideas/sketching for their finished piece.

## Assessment/Teaching Strategies

- **VTS** style questioning on the support study artists work.
- **Evaluation** on the board as VA at the end of the lesson.
- **Differentiation:** Handout of powerpoint giving to all students for note taking.
- **Translations** of main process words and key words for EAL students.
- **Questioning** before, during and after.
- **AEDP:** Form, Texture and Colour mentioning throughout.

## Visual Aid

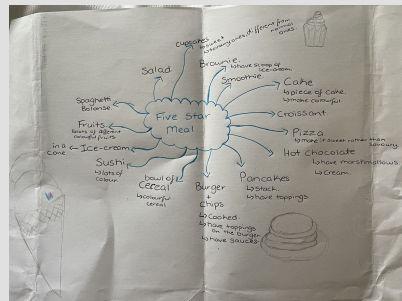


## Support Study Artist

Claes Oldenburg



## Student Work



# Lesson 2 - Looking at food in its different forms, Surrealism.

## Learning Intentions

- Know the work of a support study artists whose work relates to the theme of the project through their creative process.
- Be able to think of the different forms of their chosen food pieces, such as gone off, fresh, raw etc..
- Understand the theme of 'Five Star Meal' through sketches of food related sculptures.

## Success Criteria

- All students will be able to talk about how the support study artists work relates to the theme through their 3D process.
- Most students will begin to sketch up their final piece ideas using a variety of dry media such as chalk pastel, oil pastel etc.
- Some students will complete their alternative media sketch with added collage.

## Assessment/Teaching Strategies

- VTS strategies on the SS artists work.
- Evaluation on the board as a VA
- Activity worksheet on food forms.
- Questioning before, during and after the lesson.

AEDP for this lesson: Form, Colour  
Texture mentioned throughout the lesson.

## Visual Aid

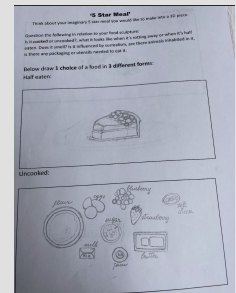
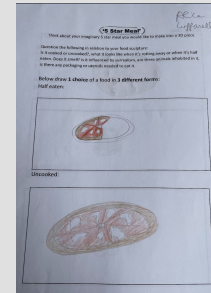


## Support Study Artist

Peter Anton



## Student Work



# Lesson 3 - Large sketch of chosen food.

## Learning Intentions

- Know how to create realistic sketches of a prototype of a 3D structure under the theme '5 Star Meal'.
- Be able to incorporate a range of media into their pieces and begin experimenting with collage techniques.
- Understand the work of a support study artist and be able to apply their influence to their own work.

## Success Criteria

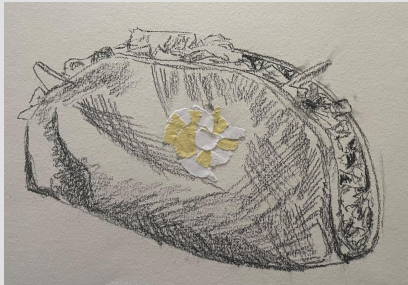
- All students will complete at least one large scale sketch of a potential final piece for their food sculpture using alternative media.
- Most students will begin to add collage techniques to their sketches, experimenting with different materials such as masking tape and newspaper.
- Some students will complete all their large scale sketches, including a large portion of collage experimenting with AEDP.

## Assessment/Teaching Strategies

- VTS Strategies on support study artists work.
- Evaluation prompts on the board as VA.
- Questioning before, during and after the lesson
- Visual Aid of the completed piece with collage.

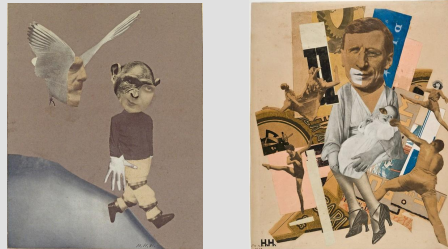
AEDP for this lesson mentioned throughout; Shape, Colour and Texture

## Visual Aid



## Support Study Artist

Hannah Hoch



## Student Work



# Lesson 4 - Experimenting with media & collage

## Learning Intentions

- Know how to create sketches of their 3D food prototype under the theme of '5 star meal'.
- Be able to include a wide range of AEDP within their sketches, also experimenting with collage processes.
- Understand how to generate original ideas for their sculpture piece.

## Success Criteria

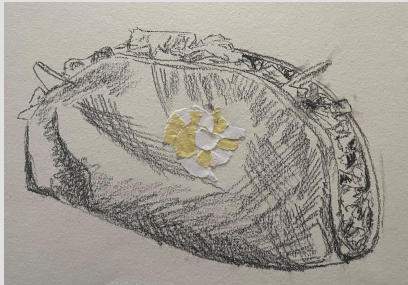
- All students will create a prototype sketch of their 3D food sculpture.
- Most students will experiment with collage and media to complete a sketch of their piece.
- Some students will begin to make more sketches using other drawing techniques.

## Assessment/Teaching Strategies

- Recap from the previous lessons learned knowledge.
- Evaluation questions on the board as VA.
- Questioning before, during and after the lesson.
- Visual Aid of the completed mixed media collage piece.

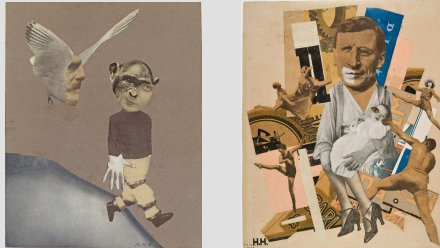
AEDP mentioned throughout; shape, colour, texture.

## Visual Aid



## Support Study Artist

Hannah Hoch



## Student Work





# Lesson 5/6 - Building an armature.

## Learning Intentions

- Know the process involved in making a 3D model using papier mache.
- Be able to begin constructing an armature using the methods taught at the beginning of the lesson and be able to accurately shape it based on their sketches
- Understand how to use primary source sketches as reference points to create a 3D piece.

## Success Criteria

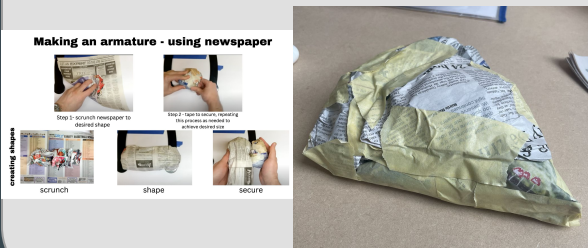
- All students will begin making their armature for their sculpture
- Most students will attempt to construct their piece proportionate to the food they have based it on.
- Some students will complete their armature and be able to move onto the next stage in the next lesson

## Assessment/Teaching Strategies

- Powerpoint presentation on how to build an armature.
- VA on the step by step process of how to build an armature.
- DEMO on the steps involved and process on building an armature.
- VA on the completed 3D piece.
- Questioning before, during and after.

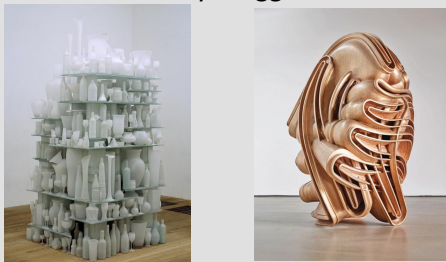
AEDP: Form, Texture and Colour.

## Visual Aid



## Support Study Artist

Tony Cragg



## Student Work



# Lesson 7/8 - Papier Mache

\*Lesson 7 cancelled due to practical exams

## Learning Intentions

- Know the process of papier mache and prep the materials to be able to use for their armatures.
- Be able to give their piece a boost by adding on a variety of different types of details using different materials and experimenting.
- Understand the theme of the project through their 3D pieces.

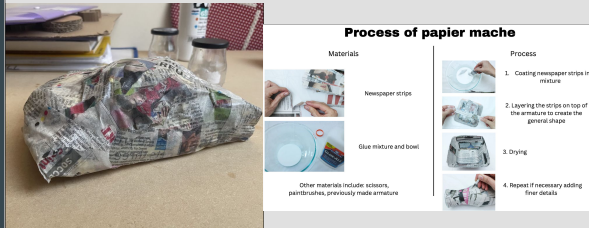
## Success Criteria

- All students will finish off their armatures and begin to move onto the papier mache process.
- Most students will complete a full layer of papier mache in this class to be able to move on and do a second layer in the next lesson
- Some students will finish off their papier mache layer and begin to create details and accessories for their pieces.

## Assessment/Teaching Strategies

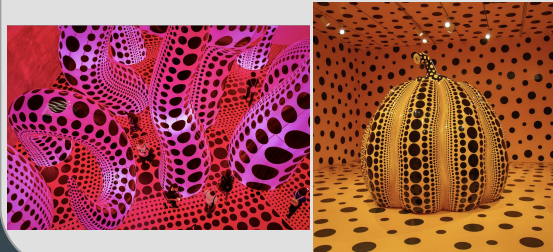
- Recap of previous lessons knowledge at the start of class.
- Evaluation questions as VA on board at the end of class.
- DEMO on how to do the papier mache process
- VA of finished piece
- Powerpoint on Papier Mache
- Step by step VA on how to complete the papier mache process
- AEDP: Form, Texture and Shape.

## Visual Aid



## Support Study Artist

Yayoi Kusama



## Student Work





# Lesson 9 - Gesso and adding 3D details

## Learning Intentions

- Know how to create a smooth surface on their 3D piece to prime it for paint.
- Be able to add extra details onto their piece by adding on a variety of different materials and experimenting.
- Understand the influence of supporting study artists' work through their use of form and texture within their work

## Success Criteria

- All students will move onto their second papier mache layer in preparation for painting and adding more details to their piece.
- Most students who have their second layer complete will begin to gesso in preparation for paint.
- Some students will begin to research different materials and artists who use 3D from links provided in the teams group.

## Assessment/Teaching Strategies

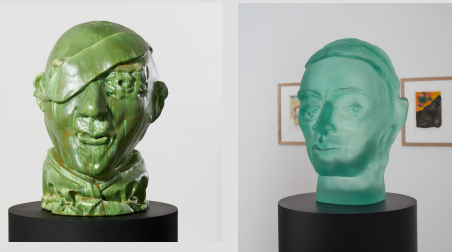
- Recap on the previous lessons processes.
  - Evaluation VA on the board at the end of lesson.
  - DEMO on how to apply the gesso for the students who are ready to gesso.
  - VA step by step for students who are still doing papier mache
  - One to one feedback.
- AEDP: Form, Shape and Scale.

## Visual Aid



## Support Study Artist

Thomas Schütte



## Student Work



# Lesson 10/11 - Painting process

## Learning Intentions

- Know the process of creating a 3D structure and complete the papier mache process.
- Be able to paint their 3D sculptures including detail through colour, texture and balance.
- Understand the importance of supporting study artists and use inspiration from a studied artist colour application within their work

## Success Criteria

- All students will have completed their armatures and most papier mache.
- Most students will move onto painting their 3D piece in detail.
- Some students will incorporate the influence of a studied artist's style into their 3D piece.

## Assessment/Teaching Strategies

- Recap of knowledge learned throughout the project so far.
- Evaluation VA on board at the end of the lesson.
- VA of colour wheel.
- DEMO on colour mixing.
- One to one feedback.
- Powerpoint on colour theory.

AEDP: Colour, Texture and Form.

## Visual Aid



## Support Study Artist

Wayne Thiebaud



## Student Work



# Lesson 12 - Painting and finalisation

## Learning Intentions

- Know the process of creating a 3D structure from process to realisation..
- Be able to paint their 3D sculptures including detail using AEDP to their advantage.
- Understand the importance of supporting study artists and how their use of colour application and processes lend to the lesson.

## Success Criteria

- All students will have completed their 3D structure process, adding details with colour and paper mache.
- Most students will finish painting their 3D food sculptures adding a range of tones and lights and shades to give a realistic look.
- Some students will have brought in accessories to accompany their food sculptures and will begin adding their food to them and finalise the painting process.

## Assessment/Teaching Strategies

- Recap at the start of the lesson on paper mache and armature making processes.
- Powerpoint on support study artists work.
- VA of finished piece.
- VA of Colour wheel.
- One to one feedback.
- 'Show me boards' for evaluation.
- 2 stars and a wish evaluation slips on the overall project.
- AEDP: Colour, Texture and Form.

## Visual Aid



## Support Study Artist

Peter Anton



## Student Work



# Reflection on this scheme

- I was happy with myself for doing a 3D scheme, something I had not done before this point and I really enjoyed the process and making.
- If I was to do this scheme again, I would substitute one of the drawing/collage lessons at the start for a painting/texture replication lesson, getting students to practice their application of paint.
- The Visual Aid was a good source for students to reference scale/size that I was looking for, but next time I would do something a bit more intricate as some of the students capabilities exceeded my expectations.
- If I was doing the scheme again, I would ask students to research their chosen artist for inspiration to apply within their pieces.

# Reflection on 3rd Year Placement

- Overall, I really enjoyed the 3rd Year Placement block and thought it was a very valuable learning experience, I especially learned so much about job applications, interviews, CVs and Droichead.
- One thing I found unappealing about the experience was how much pressure is put on student teachers within the school environment to fulfil or complete extra activities or tasks that qualified teachers are not pushed on doing.
- In my next placement I would like to branch out and try other processes that I didn't try this time around, clay, lino and embroidery are all on my radar.
- By getting involved in Art Club it gave me a sense of accomplishment and reward seeing the students return week after week because they genuinely love art.