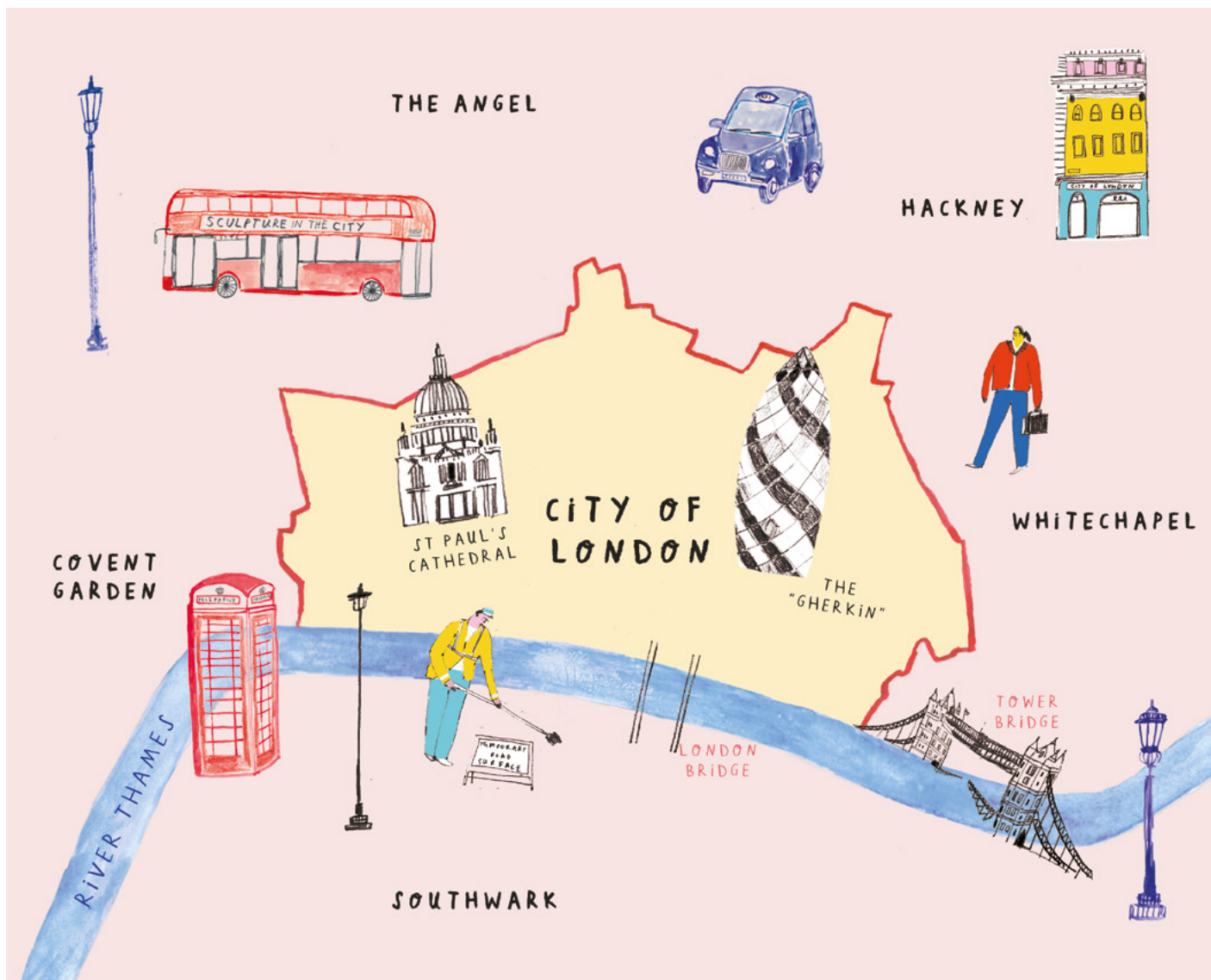


SCULPTURE IN THE CITY

LEARNING

KS2 TEACHER'S GUIDE



CHAPTER 1

introduction to the City of London

Contents:

1. Introduction to Sculpture in the City and SITC Learning
2. SITC Learning Activities and Learning Objectives
3. Chapter 1 Summary and Learning Objectives
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Having trouble opening the interactive PDF?

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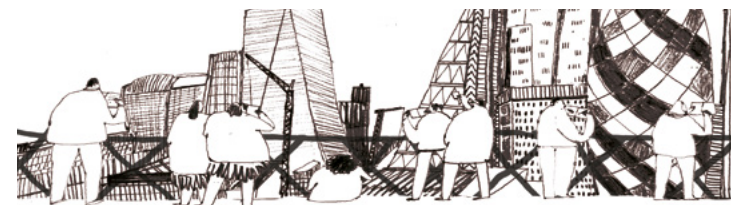
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2. In Applications tab, type PDF in the search field.
3. Select 'Use Adobe Acrobat (in Firefox)' from the Action drop-down list.
4. Click OK and restart Firefox.

INTRODUCTION TO SITC LEARNING:



What is Sculpture in the City?

Launched in 2011, [Sculpture in the City](#) (SITC) is an annual urban sculpture park set amongst the iconic architecture of the City's insurance district. Every Summer, the City of London, in partnership with local businesses, unveils a new selection of artworks by internationally acclaimed and emerging artists. So far, Sculpture in the City has shown 95 artists and 113 artworks and including works by Anthony Gormley, Damien Hurst, Tracey Emin, Jyll Bradley and Do Ho Suh.

World class contemporary public art complements the unique architectural quality of the area and engages the passers-by, who range from local workers to architectural tourists and other visitors, and animates one of the most dynamic parts of the City of London.

In addition to the artworks on display, each year Sculpture in the City delivers a bespoke education outreach programme that takes place in the City for 200 students, aged 10-14 years old, and from schools close to the City.

Covid 19 prevented the 10th edition of artworks from being revealed during Summer 2020 and the associated education programme from taking place. However, Sculpture in the City's 9th edition has been extended to Spring 2021 with the launch of a new Sculpture in the City digital learning resource.

What is Sculpture in the City Learning?

SITC Learning brings Sculpture in the City to the classroom for **Year 6**, and offers an original perspective on the relationship between art, architecture and the City, through a creative learning journey, over 7 chapters, that develops skills and knowledge relating to KS2 Art and Design curriculum targets, with the opportunity to make connections with other curriculum subjects (especially Maths and Science).

Students will discover and explore the architecture, sculpture and outdoor places in the City, through sketching, model-making and a variety of other engaging and knowledge enabling activities.



Crocodylius Philodendrus by Nancy Rubens, 1 Undershaft
SITC 9th Edition

As students start developing their art and architectural knowledge and skills-set, they will become more informed, and ultimately more able to creatively respond to the sculpture and its surrounding environment.

Students learn about the value of this urban environment and the public art, and its ability to inhabit and animate the City's outdoor spaces, and therefore the project culminates with the students imagining public art for a SITC public space.

The resource is designed so that activities can take place in any classroom (with an interactive whiteboard) or home, with easy to access materials.

Each Chapter will be regularly added (in order) to the Learning Hub page of the SITC website.

For every chapter, the resource contains:

- an interactive pdf presentation for the class with a setting the scene illustrated animation, fact sheets, activity sheets (and answers) and video tutorials and/ or activities.
- a pdf of activity, answer and tool-kit sheets for printing.
- a teachers guide.

Chapters are designed to be a minimum of 1 hour, but you may wish to teach each Chapter over several lessons.

Activities and Learning Objectives for SITC Learning chapters are listed on the next page.

ACTIVITIES and LEARNING OBJECTIVES



Chapter	Activities	Learning Objectives/ Outcomes
1: Introduction to the City of London (from up high)	1: Ice-breaker activity- Spotting City of London Landmarks 2: Sketching skylines 3: Sketching framed views 4: Collaged City (additional or homework activity)	i: able to identify some key CoL architecture landmarks. ii. develop observational & recording skills through sketching iii. develop sketching & craft techniques
2: Introduction to Public Art /Sculpture	1: Short presentation of sculpture through time. 2: Sculpture Bingo 3: Introduction to key SITC artwork, ' Series Industrial Windows I ' by Marisa Ferreira, with associated 'suncatcher' making activity – exploring the nature of light. 4: 'Mobile shadows' making activity – exploring the nature of light. (additional or homework activity)	i: increase knowledge of art (sculpture/ public art) ii: develop the beginning of an understanding of historical and cultural development of sculpture. iii) develop drawing & craft techniques iv) develop skill in evaluating and analysing 'Dutch Light' through exploring the nature of light activities - (opportunity to make connections with KS2 Science curriculum: Light) & discussing the connections between art & architecture.
3: Exploring City spaces at Street Level	1: 'Stroll and Sketch' – a video activity that 'takes and guides' the students through some of the City spaces, with 7 sketching stops. 2: Activity: Looking at Materials and Ages of key buildings that surround SITC space, St Helen's Sq.	i: develop observational & recording skills through sketching. ii: develop sketching techniques iii: develop skill in evaluating and analysing space/place through sketching. iv: increase knowledge of key architecture theme: materials (opportunity to make connections with KS2 Science curriculum: Materials)
4: Exploring City spaces at street level cont'd	1: ice-breaker activity – Guessing heights of buildings surrounding St Helen's Sq. 2: Scale Activity (how big am I compared to the 'Cheesegrater' & objects in St Helen's Sq.) 3: Sketching framed views looking into and from St Helen's Sq.	i: develop observational & recording skills through sketching. ii: develop sketching, craft & design techniques iii: increase knowledge of key architecture theme: scale (opportunity to make connections with KS2 Maths curriculum: Ratio) iv: develop skill in evaluating and analysing space/place through sketching.
5: Exploring SITC artwork	1: Presentation of SITC public art, where the students are encouraged to think about various aspects of the sculpture before information is revealed. 2: Sketching activities related to the sculpture.	i: increase knowledge of sculpture/ public art ii: develop skill in evaluating and analysing sculpture/ public art iii: develop observational & recording skills through sketching. iv: develop sketching techniques
6: Experimenting with SITC artwork	1: Quick model making activities focussing on aspects of and/ or inspired by 2-3 SITC artworks. 2: Possible homework activity: one of the model-making activities (not done in class)	i: develop craft & design techniques ii: develop skill in evaluating and analysing the sculpture/ structures through model-making.
7: Creative response to SITC	1: Ice-breaker: 'career-teller' game based on the 'chatterbox' game, which provides the students with an overview of architecture and related careers. 2: Design/ Create a sculpture/ public art for St Helen's Sq: There will be a series of 'mapping' & creative activities that guide the students with a creative response to the space.	i: increase knowledge of architecture & related careers. ii: develop drawing, craft and design skills iii: develop skill in evaluating and analysing

CHAPTER 1 SUMMARY:

LEARNING OBJECTIVES:

SITC takes place in the unique and dynamic cityscape of the City of London's Insurance District where the Lloyds building, 'Gherkin' and 'Cheesegrater' are located. Chapter 1 therefore introduces students to the City, and we do this from a high vantage point so they can familiarise themselves with the architecture that towers over the predominantly medieval street pattern below, where the sculptures are located.

A short animation illustrating arriving in the City and travelling to the top of a skyscraper, to view the City from up high, helps to set the scene for the students.

It's important for the students to realise that the City of London isn't ALL of London! It is the original London, where the Romans settled about 2000 years ago. It covers a relatively small area and is also informally known as the Square Mile (as it is 1.12 sq miles in area).

It is also the country's historic trading and banking area, with significant buildings such as the Bank of England and the Royal Exchange. Other important historical buildings that the students might be more familiar with are St Paul's Cathedral, The Tower of London and Tower Bridge.

The City of London is still an important financial centre and therefore home to many banks and insurance companies. The insurance district, located on the eastern side of the City, is home to a cluster of very tall buildings/ skyscrapers, and there are plans for more (some of which are being built at the moment, as suggested by the cranes in the presentation's photos).

Tall buildings over 40 floors high (150 metres) are classified as skyscrapers (n.b. 150m is approximately 13 times higher than a 3 storey high building).

Many of these City skyscrapers have interesting (and sculptural) shapes that are reminiscent of every-day 3D objects, and which provide us with their 'nicknames'. Students may be familiar with some of these buildings but won't necessarily know where they are.

A quick 'Spotting Landmarks quiz' familiarises students with these skyscrapers, viewed from up high.

We then encourage students to learn to look at the City from up high, through sketching aspects of the views (photograph provided) to develop their understanding of the City's composition. These are instructional quick sketching activities to help focus the mind, know what to look at and draw, and to overcome perfection. It's therefore really important that students keep checking the view (photo) when sketching, and understand that these are quick sketches and therefore aren't supposed to be perfect - so no rubbers or rulers allowed!

Focussing on skylines and framed views, these quick sketches help students look carefully at the City, the relationships between the buildings, their shapes and detail (structure, windows etc).

Collaged City, an additional activity (or possible homework) asks students to envisage the buildings that make up the City by collaging colour, texture and materiality to a skyline template. Details (observed when sketching framed views) can then be drawn over the collaged elements using a felt-tip or biro.

Students will:

- be able to identify some key City of London architectural landmarks.
- develop observational and recording skills through quick sketching activities.
- learn to focus on only sketching one part of what they see e.g. skylines and the detail in the framed views.
- develop sketching and craft techniques.
- learn to produce quick sketches and not worry about creating perfect drawings.
- learn to draw with a single line
- learn to use drawing applied to collage to represent architecture.

LESSON PLAN:

Refer to the presentation pdf

KEY:



Activity Sheet



Video Tutorial



Fact Sheet



Toolkit Sheet

Setting the Scene

Time: approx 10 mins



30 sec introductory illustrative animation (click icon on the left for YouTube video)



- An illustrative map of the City of London with key facts about the City.
- Introduction to the City of London's cluster of Skyscrapers in the Insurance District where SITC is located.

Activity 1: Spotting CoL Landmarks Quiz

Time: approx 10 mins



This can be 'played' individually or in pairs.

An activity to match 4 skyscraper landmarks, in the illustrative view, with drawings of everyday objects that imply their nicknames. Students can also guess the heights of these tall buildings. Note: the illustrative view is looking at the City from the opposite direction to the view in the photo on the Skyscraper fact sheet.

The activity sheet is shown in the presentation with added prompts, 'get this sheet ready' + 'the answers are next'. The answer sheet is in the presentation

Activity 2: Sketching Skylines

Time: approx 10 mins



1 min tutorial explaining what a skyline is (the line created where buildings meet the sky) and how to sketch one. (click icon on the left for YouTube video)

There are 2 different views provided, and therefore skylines to sketch. Photos of these views are in the presentation.

1. The view looking towards the SITC area of the City (skyline demonstrated in the video).

2. The view looking away from the City towards Canary Wharf.



The activity sheet provides space for each skyline. Note: the allocated space, for each view, is long enough for students to make 2 sketches of each skyline!

They should try sketching each skyline in approx 1 min.

Activity 3: Sketching Framed Views

Time: approx 20 mins



1 min tutorial explaining what a framed view is and how to sketch one. (click icon on the left for YouTube video)

We have chosen and provided 3 framed views, for students to focus on sketching different aspects of the view looking towards the SITC area in more detail. Photos of these views are in the presentation.



The activity sheet provides space for each framed view, and some sketching tips. Allow around 5 mins per sketch. They won't be able to draw every line they see in the time, so it's important they pick out the outlines of building(s) and the larger shapes that they see and sketch those first.

The 3 views are:

1. Top of the 'Gherkin': we suggest sketching the outline first, and then the large diamonds (view demonstrated in the video)
2. Part of the 'Cheesegrater': we suggest sketching the grey verticals, horizontals and diagonal lines (the structure) first.
3. Roof Garden at 120 Fenchurch St (to the left) sits in front of the 'Walkie Talkie': The most complicated framed view and may require more time. We suggest sketching the large triangle shape to the left first > add the horizontal and vertical lines within it > sketch the vertical edges to the other buildings > add the horizontal lines.

Activity 4: Collaged City (extra activity or homework)

Time: approx 1 hour

Students choose one of the skylines from Activity 2 (templates provided) and use collage and drawn lines to represent the architecture that makes up the City. You may prefer your students (individually/groups) to redraw a bigger skyline to create a larger collaged city.



The activity sheet provides step by step illustrated instructions, and materials required: toolkit sheets, scissors, glue, scrap paper (including magazines etc) + pens (felt-tips, biros)



- skyline 1 template
- skyline 2 template
- photos of skylines 1 and 2

SCULPTURE IN THE CITY

DIGITAL LEARNING PROGRAMME PARTNER:



PROJECT PARTNER:



SCULPTURE IN THE CITY LEARNING

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