

CHAPTER 8

Design your own Sculpture in the City: Part 2

Contents:

1. Introduction to Sculpture in the City and SITC Learning
2. SITC Learning Activities and Learning Objectives
3. Chapter 8 Summary and Learning Objectives
4. Chapter 8 Lesson Plan



Having trouble opening the interactive PDF?

Ensure you have Adobe Reader installed on your machine. It is free to download and use. [Download here.](#)

Chrome Users:

You can also open the PDF directly onto a tab. Click File > Open

Firefox Users:

1. Click Tools > Options > Applications
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 **Years 7-9**, 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 KS3 Art and Design curriculum targets.

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.

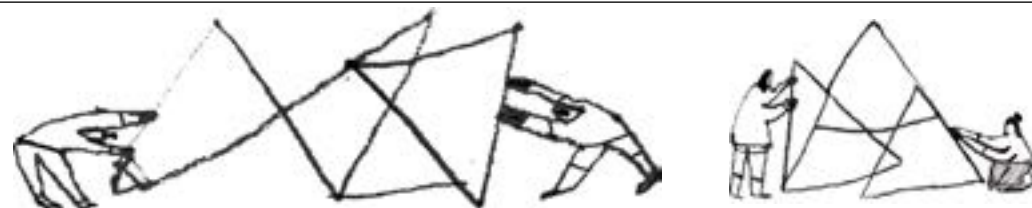
For every chapter, the resource contains:

- 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, ' Dutch Light ' (for Agneta Block) by Jyll Bradley, 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, & 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.
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, and transforming these 2D sketches to 3D abstract forms.	i: develop craft & design techniques ii: increase knowledge of key architecture themes: scale and materials iii: develop skill in evaluating and analysing space/place through an understanding of scale.
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 + 8: Creative response to SITC	1: Design/ Create a sculpture/ public art for St Helen's Sq and under 'The Cheesegrater:Mapping' & creative activities that guide the students to make a creative response to the space. 2: Chapter 8: develop initial sculpture ideas into 3D with model making activities. 3: Chapter 8: 'creative career-teller' game based on the 'chatterbox' game, which provides the students with an overview of art and architecture related careers.	i: develop drawing, craft and design skills ii: develop skill in evaluating and analysing iii. increase knowledge of art and architecture related careers.

CHAPTER 8 SUMMARY:

LEARNING OBJECTIVES:

This final chapter is a continuation of chapter 7 and could take more than one lesson!

At the end of chapter 7, students sketched sculpture ideas for St Helen's Square and under the 'Cheesegrater', which considered context, scale, materials and form. They will now develop their ideas through drawing and model making activities. Students should have their activity sheets from chapter 7 with them, so they can remind themselves of their sculpture idea and the location they chose for it.

The short animation illustrating creating sculptures in St Helen's Square (from chapter 7) is shown again to set the scene for the students. Before they start to develop their sculpture ideas, there are a series of slides to remind students of:

- St Helen's Square, under the 'Cheesegrater', and the three sculpture locations.
- the 'introducing the design task' video.
- the important themes to consider when designing a sculpture for a space.
- how the Square and it's surroundings might have inspired their ideas.

Developing and finalising their sculpture idea

To help students develop their ideas from 2D to 3D, we ask them to draw their sculpture 'flat on' from one side. As this drawing will be the starting point for developing their idea in 3D, students should look at the scaled people and model making toolkits both before and during drawing.

The scaled people tool kit is used to decide on the scale (approximate) to both draw and make their sculpture at. Students that want really large sculptures (over double their height) should use 1:50 scale rather than 1:25 scale. A cut out scaled person is then used to guide students on thinking about and drawing the

overall size of their sculpture and also the sizes of it's components/ shapes. It's important not to draw these too small, otherwise modelling their idea in 3D will be really tricky!

The model making toolkit is used to consider which technique/s could help turn their 2D drawing into a 3D (paper/ thin card) model.

At this point, when considering scale and modelling, students might want to change or tweak their sculpture idea! This is fine and might need to be encouraged in some cases! Students label their drawing with the materials their sculpture would be in real life, and the modelling techniques they want to use to represent them. They are then ready to start modelling their sculpture idea and should refer to the model making toolkit again.

Students use their drawing to help them work out the shapes they need and how big to make them so they can draw their own templates onto paper/ thin card. Once the templates have been drawn it's time to cut them out and start making! Note: they will probably need more shapes than shown in their drawing, which is only representing one side of their sculpture.

Bonus Activity! Creative Careers Game based on the folded paper game 'fortune teller'/ 'chatterbox'. This game provides a simple introduction to 8 careers in the world of art, design and architecture. It could be a great activity to end the programme with, however we also realise that Covid rules might exclude it from being played by the students.

We hope you your students have enjoyed our learning programme, and that your students have gained skills and knowledge through exploring and creatively responding to The City of London and Sculpture in the City. Thank you!

Students will:

- develop drawing, craft and design skills.
- develop skill in evaluating and analysing.
- develop skill in designing in both 2D and 3D.
- consider context, scale, materials and form when designing public art.
- increase knowledge of art and architecture related careers.

LESSON PLAN:

Refer to the presentation pdf

KEY:



Activity Sheet



Video Tutorial



Fact Sheet



Toolkit Sheet

Setting the Scene

Time: approx 20 mins



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



- Recap: Map of St Helen's Square and under the 'Cheesegrater', and the 3 different sculpture locations.



- Recap: A short (3 min) video provides a visual reminder of the SITC sculpture studied, and the Square, with cartoon sculptures 'dropped in' for inspiration. (click icon on the left for YouTube video).



- Recap: 'Think like an Artist': a series of slides that introduce key themes that students need to consider when designing a sculpture for a space: Context (area surrounding location), Scale, Materials and Form.
- Recap: Photos of St Helen's Square and surroundings with prompts. Did anything around the Square inspire their sculptures ideas?

Materials for Activity 1

We have suggested simple modelling techniques using: paper or thin card (including coloured, if possible), needing only pencils, rulers, scissors and glue/ sticky tape, so that the activity can take place outside of the art room if necessary.

You can of course introduce other materials and techniques if you wish.

Activity 1: Developing their sculpture idea from 2D-3D

Part 1: Drawing their sculpture idea 'flat on'.

Time: approx 20 - 30 mins

This drawing will be the starting point for developing their sculpture idea in 3D, so students will need to look at the scaled people and model making toolkits both before and during drawing. A presentation slide on the screen, during the activity, provides tips and illustrative examples to help the students.



The activity sheet provides space for drawing their sculpture idea 'flat on', approximately to scale, and labeled with materials (of sculpture in real life) and model making techniques to use. A small map of St Helen's Sq helps to remind students where their sculpture is for. Key information/ tips are also provided!

- Scaled People @ 1:50 and 1:25



Use the toolkit to decide on which scale to work with. NB use 1:50 for really large sculptures (over double their height!). Cut out one person at chosen scale, and use to guide drawing the sculpture and size of it's components/ shapes.

- Model Making Techniques



Use the toolkit to decide on which model making techniques could help turn sculpture ideas from 2D to 3D. E.g. if their sculpture idea has lots of straight lines they could use 'card slot joints' and/or 'nets'. Or if it has curvy lines they could use 'spiralling' and/or 'rolling' techniques.

Part 2: Developing their sculpture in 3D

Time: 30 mins minimum

Students use their drawing to help them work out the shapes they need and how big to make them so they can draw their own templates onto paper/ thin card. Note: they will probably need more shapes than shown in their drawing, which is only representing one side of their sculpture.

A presentation slide on the screen, during the activity, provides tips and illustrative examples to help the students.

- Model Making Techniques



Use the toolkit to guide 3D modelling. Techniques provided: folding card/ paper, nets, lattice, rolling card/paper, card/paper slot joints, spiralling.

- Scaled People @ 1:50 and 1:25



Cut out people and chosen scale and fold over tabs and place next to finished model.

Students could sketch their models if time!

Activity 2: 'Chatterbox' Creative Careers Game!

Time: approx 15 min

This game, based on the folded paper game, 'fortune teller'/ 'chatterbox', provides a basic introduction to 8 careers in the world of art, design and architecture.

For an element of surprise/ engagement it's better if the game is folded prior to the session!



The game, along with instructions for folding and how to play it, are on the activity sheet.

SCULPTURE IN THE CITY

DIGITAL LEARNING PROGRAMME PARTNER:



PROJECT PARTNER:



SCULPTURE IN THE CITY LEARNING

DESIGNED BY:

urban learners

Illustrator:

Danielle Rhoda

Photographer:

Luke O'Donovan

Videographer:

CTRL Productions