



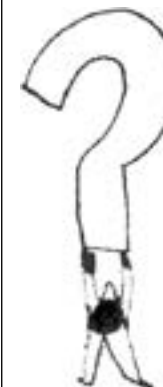


## CHAPTER 7

### Design your own Sculpture in the City: Part 1

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1. Introduction to Sculpture in the City and SITC Learning
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2. In Applications tab, type PDF in the search field.
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# 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:

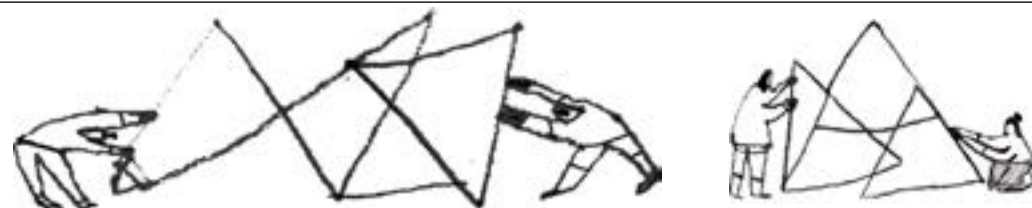
- an interactive pdf presentation for the class with a setting the scene illustrated animation, fact sheets, activity sheets (and answers) and video tutorials and/ or activities.
- a pdf of activity, answer and tool-kit sheets for printing.
- a teachers guide.

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
<b>1: Introduction to the City of London (from up high)</b>	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
<b>2: Introduction to Public Art /Sculpture</b>	1: Short presentation of sculpture through time. 2: Sculpture Bingo 3: Introduction to key SITC artwork, ' <a href="#">Series Industrial Windows I</a> ' 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.
<b>3: Exploring City spaces at Street Level</b>	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: opportunity to connect with KS2 English curriculum: Creative writing.
<b>4: Exploring City spaces at street level cont'd</b>	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 craft & design techniques. ii: increase knowledge of key architecture theme: scale and materials (opportunity to make connections with KS2 Maths curriculum: Ratio & KS2 Science curriculum: Materials). iii: develop skill in evaluating and analysing space/place through an understanding of scale.
<b>5: Exploring SITC artwork</b>	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
<b>6: Experimenting with SITC artwork</b>	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.
<b>7 + 8: Creative response to SITC</b>	1: Design/ Create a sculpture/ public art for St Helen's Sq: '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 7 SUMMARY:

## LEARNING OBJECTIVES:

The final two chapters (7 and 8) bring together the knowledge and skills developed during the programme. Having learnt about the City, and Sculpture in the City through observational sketching, modelling and scale, it is now time for the students to create 3D responses to the City by designing sculptures for St Helen's Square and the adjoining public space underneath the 'Cheesegrater' (the area explored during chapter 4).

By the end of chapter 7, the students will have an initial sculpture idea sketched out, which they will develop through model-making activities during chapter 8.

A short animation illustrates creating sculptures in St Helen's Square, setting the scene for the students.

The Square and it's surrounding area is then reintroduced to the students with maps and photographs, and because the space is so large, we highlight 3 possible sites for locating their 3D creative responses.

A short video introduces the design task. This is a visual reminder of the SITC sculptures studied, and of the Square with different cartoon sculptures dropped into various places to get the students thinking about their 3D creative response to the City. This is followed by a series of slides prompting students to 'think like an artist' by introducing four important themes they need to consider when designing a sculpture for a space: context (area surrounding location), scale, materials and form.

'Choose a sculpture location' activity helps the students decide on which of the 3 sites to place their 3D creative response, by considering the stated positive and negative aspects of each.

The next activity is sketching initial sculpture ideas considering: context, materials, scale and form. A line drawing of their chosen site with a person is provided to help consider scale of space, and photos of the 3 sites are provided on a slide as a visual prompt to the students during the activity.

Before the activity sheet is introduced a series of slides prompt the students to firstly think about size, and then consider what might inspire their sculpture ideas. Photos of the Square (with prompts) follow, to provide inspiration for their sculpture ideas (eg, shapes, colours (or lack of colour), materials, scale of the space etc.) The Square and it's surroundings needn't be the only things that inspire the students but they're a good starting point!

Note: we advise they design an abstract sculpture as this will be easier to model in 3D!

A short description of the 3 sites, and heights of key buildings surrounding the Square are provided on the lesson plan page.

Students will:

- develop drawing, craft and design skills.
- develop skill in evaluating and analysing.
- develop skill in designing.
- consider context when deciding location for public art.
- consider context, scale, materials and form when designing public art.

## 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).



- St Helen's Square and it's surroundings are reintroduced to the students with a fact sheet (in the presentation).
- A map of St Helen's Square and under the 'Cheesegrater' follows with a key and a couple of dimensions for scale. Because the area is so large we have identified 3 different sculpture sites, and a photo with map are provided for each.

### Introducing the design task:

Time: approx 10 - 15 mins



A short (3 min) video provides a visual reminder of the SITC sculpture studied, and the Square. Key themes that students will need to consider are introduced, and cartoon sculptures are 'dropped' into various places for inspiration! (click icon on the left for YouTube video).

'Think like an Artist': following the video are a series of slides that introduce key themes that need the students need to consider when designing a sculpture for a space: Context (area surrounding location), Scale, Materials and Form.

### Activity 1: Choose a Sculpture Location

Time: approx 10 min

This activity helps the students decide on which of the 3 sites to choose as the location to design a sculpture for.



The activity sheet provides a map of the Square and under the 'Cheesegrater', which identifies the 3 sites. Key information listed about each site (both positive and negative) help students choose a location. Students tick the corresponding box to their chosen site!

### Activity 2: Sketching initial sculpture ideas considering context, scale, materials and form.

Time: approx 30 min

Before the activity is introduced, there are a series of slides to help inspire the students, and as a continuation of 'Think like an Artist'. A series of slides remind the students that size (and scale) of sculpture is really important. These are followed by a series photos, with prompts, of the St Helen's Square to provide inspiration for their sculpture idea, e.g. shapes, colour (or lack of), materials, scale of space etc.



An activity sheet is provided for each of the 3 sites. Each activity sheet provides a line drawing of a view of the site with a person to provide an idea of scale, key information about that site, space for sketching an initial sculpture idea and for writing down first thoughts about the sculpture's material.

### Information on the 3 Sites

**Site 1:** is adjacent to the gentle steps and on the edge of the main north/south route across the Square, which is very busy with people passing through (at the beginning and end of the work day and lunch time). This site can be seen from many directions, so a sculpture would be visible here (depending on height) from most places in the Square and from the adjacent streets.

**Site 2:** is a small 'nook' like space surrounded by planters with 2 entrances, and opposite the entrance to St Helen's Tower. Although the site is contained people do walk past it and some sit on the stone planter edging. The top of a tall / skinny sculpture would be seen from most of the Square, whereas anything less than approx 1.5m in height would be concealed until entering the space.

**Site 3:** is under the 'Cheesegrater' and very close to the Square. This location is visible from the north/ south route and various other places in the Square. Despite being under the building, it is still a very tall space (approx 20m).

### Heights of buildings surrounding the Square:

- The 'Cheesegrater' = 225 m high
- St Helen's Tower = 120 m high
- St Andrew Undershaft Church = 25m high
- The 'Scalpel' = 190m high
- The Lloyds Building = 90m high
- The 'Gherkin' = 180m

# SCULPTURE IN THE CITY

DIGITAL LEARNING PROGRAMME PARTNER:



PROJECT PARTNER:



# SCULPTURE IN THE CITY LEARNING

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