

# SCULPTURE IN THE CITY

## LEARNING

### KS3 TEACHER'S GUIDE



## CHAPTER 6

### Exploring Sculpture in the City: Abstract Modelling

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3. Chapter 6 Summary and Learning Objectives
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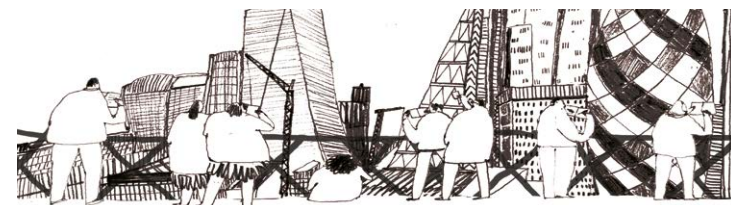
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2. In Applications tab, type PDF in the search field.
3. Select 'Use Adobe Acrobat (in Firefox)' from the Action drop-down list.
4. Click OK and restart Firefox.

# 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.

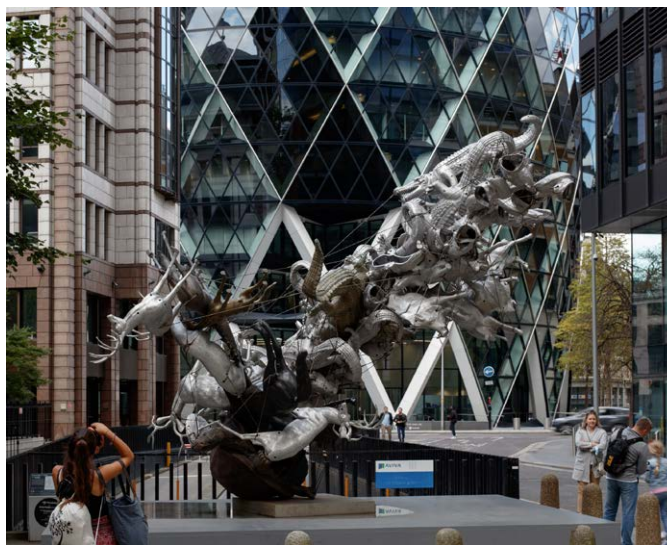
In addition to the artworks on display, each year Sculpture in the City delivers a bespoke education outreach programme that takes place in the City for 200 students, aged 10-14 years old, and from schools close to the City.

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 **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:

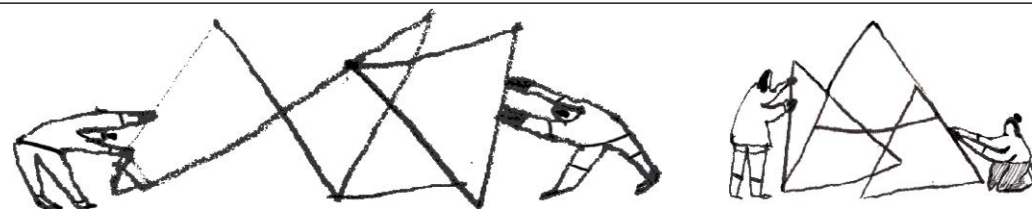
- an interactive pdf presentation for the class with a setting the scene illustrated animation, fact sheets, activity sheets (and answers) and video tutorials and/ or activities.
- a pdf of activity, answer and tool-kit sheets for printing.
- a teachers guide.

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, ' <a href="#">Dutch Light</a> ' (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: 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 6 SUMMARY:

## LEARNING OBJECTIVES:

Chapter 6 continues exploring the Sculpture in the City 9th Edition by experimenting in 3D with structures of and/ or ideas behind selected sculptures: 'Abstract Mass', 'Stag Night', 'Dutch Light (for Agneta Block)' and 'Series Industrial Windows I'.

A short animation (the same shown for chapter 5) illustrating touring SITC sets the scene for the students. This is followed by fact sheets on the sculptures being focussed on (also shown in chapter 5), as a recap and introduction to the activities.

The abstract model making activities, made from paper or thin card, are inspired by and experiment with certain aspects of the selected sculptures. Photos of examples for each activity are provided for inspiration.

These activities explore different modelling techniques and develop making skills that will be useful for the final chapter (7), when the students will be asked to come up with ideas for a sculpture / public artwork in St Helen's Square (featured in chapter 4).

We have provided three model making activities for you to choose two from for in class, and an additional one, inspired by 'Series Industrial Windows I' for homework.

'**Abstract Mass**', by Nina Saunders, is comprised of the concrete casts of two comfy armchairs.

The associated abstract model making activity is inspired by the way the artist takes an everyday object and replicates it in a different material. By using paper mache, students can replicate small 'everyday' objects such a bowl, plastic bottle, balloon etc to create a new but replicated form in a different material.

Once dried, the student's paper mache objects could be added together to create a collaborative sculpture.

'**Stagnight**', by Michael Lyons, was inspired by the artist's black and white drawings of forest trees and shadows, and the light and shadows of the drawings were transformed into the solids and voids of the sculpture.

The associated abstract model making activity also uses 2D shapes to create a 3D form, and allows the students to experiment with this technique using the provided template of organic shapes.

'**Dutch/Light (for Agneta Block)**', by Jyll Bradley, is based on the artist's childhood memory of the small greenhouse in her family garden, and it's structure is based on early glass house designs. The structure is integral with the sculpture.

The associated abstract model making explores the sculpture's main structural element using the provided template. Students experiment with different positionings of the structural elements in relation to each other, and discover their scale with the cut out people as a reminder that their creation could represent an idea for an actual sculpture.

Inspired by '**Series Industrial Windows I**', by Marisa Ferreira, the (possible homework) activity 'Make your own Window Frame Sculpture' asks students to experiment with window shapes found in their homes or nearby buildings using recycled/scrap materials. They could make either a sculpture or mixed media collage.

Students watch the short video of the artist discussing the artwork and how it is informed by her memories of her childhood city (buildings and materials) and why windows are important to her. Windows evoke architectural space, and are the openings between public and private space (and provide a space for her memories).

Students will:

- develop model making techniques.
- experiment with laying out paper structures in different ways to create their own abstract sculptures - inspired by SITC artwork.
- develop skill in evaluating and analysing the sculpture/ structures through model making.

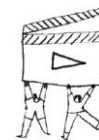
# LESSON PLAN:

Refer to the presentation pdf

## KEY:



Activity Sheet



Video Tutorial



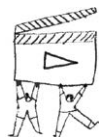
Fact Sheet



Toolkit Sheet

### Setting the Scene

Time: approx 5 - 10 mins



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



- A recap on the sculptures to be focussed on: 'Abstract Mass', 'Stagnight', 'Dutch/Light (for Agneta Block)' and 'Series Industrial Windows I'. The fact sheets, with key information, are the same shown in chapter 5.

### Activity 1: Abstract Model Making inspired by 'Abstract Mass'

Time: approx 30 mins

By using paper mache, students can replicate small 'everyday' objects such a bowl, plastic bottle, balloon etc to create a new but replicated form in a different material. Once dried, the student's paper mache objects could be added together to create a collaborative sculpture. Photos of different paper mache creations are provided, in the presentation, for inspiration.

Note: it's important to smear a small amount of Vaseline to the surface of chosen object. The recipe for paper mache glue is included on the activity sheet. The piece needs to be left to dry overnight.



The activity sheet provides step by step illustrated instructions, and materials required: scissors, glue (recipe listed), mould (eg bowl), vaseline, newspaper/scrap paper.

### OR: Abstract Model Making inspired by 'Stagnight'

Time: approx 30 min

The provided template has different sized organic shapes, which once cut out can be connected using different methods. The two smallest shapes have slot mark lines for cutting, and can therefore be connected by slotting together. The holes on each template piece are sized to fit a paper drinking straw (and can be made using a hole puncher). The different shapes can therefore be connected using string or straws. Alternatively, you could ask your students to draw their own shapes on thin or recycled card rather than use the template.

Photos of examples of different 3D forms that can be created are in the presentation



The activity sheet provides step-by-step illustrated instructions, and materials required: toolkit sheet printed on paper or thin card, scissors, glue/ sticky tape, paper drinking straws/ string, hole puncher.



organic shapes template.

### Activity 2: Abstract Model Making inspired by 'Dutch Light (for Agneta Block)'

Time: approx 30 min

By making four of the structural elements, inspired by 'Dutch Light', the students can experiment with different positionings of them in relation to each other.

We include scaled cut out people, as a reminder that these 3D pieces could represent an idea for an actual sculpture and helps them think about how big it is compared to them.



The activity sheet provides step-by-step illustrated instructions, and materials required: toolkit sheet, scissors, ruler, glue/ sticky tape.



Structural elements template

### Activity 3: Make your own Window Frame Sculpture

Time: approx 30 min



In class, students watch the short video of Marisa Ferriera discussing her sculpture, 'Series Industrial Windows I' (click icon on the left for YouTube video).

Possible homework: Students are asked to draw window shapes, from their homes or nearby buildings, onto recycled/ scrap materials. Once their shapes are cut out, they experiment with them to create either a sculpture or mixed media collage.

Photos of different windows, and of three creative possibilities using window shapes are in the presentation for inspiration.



The activity sheet provides step by step illustrated instructions, and materials required: glue/ sticky tape, . Clean and dry recycling materials (e.g. paper, cardboard, tin foil, milk bottles, tissue boxes, vegetable trays).

# SCULPTURE IN THE CITY

DIGITAL LEARNING PROGRAMME PARTNER:



PROJECT PARTNER:



# SCULPTURE IN THE CITY LEARNING

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