

# Sculpture



## Movement Objectives



### Shape

Imitation of famous sculptures

### Physical skill

Stillness  
Balance

### Relationships

Pairs – contact work

## Warm up

**All children in a space, lying on the floor on their backs.**

The children are stuck to the floor as lumps of clay. Call out different parts of the body – the children can pull and free this body part out of the floor. Continue until they are completely freed!

Demonstrate some aerobic actions for the children to copy such as marching, jogging and hopping. When the music stops, their clay is going to harden, so they need to stop as quickly as they can. Encourage the children to be as still as possible – praise those children that are really good at doing this.

Stop the music again and once the children have frozen still, ask them to stretch out slowly in the position they are holding.

Black Man Smile - Township Gang



# Famous Sculptures

N'Toum - Zulu Community



**Discuss what a sculpture is...** 3D artwork, often large and usually made out of wood, clay, metal or stone.

Take in some pictures of some famous examples of sculpture. Ask the children to re-create these sculptures with their bodies. You could choose any examples; four great sculptures that work well are...

- The Great Sphinx (stone, lion body, human head. One of the largest and oldest statues)
- The Thinker (bronze, lost in thought, leaning forward)
- The Angel of the North (steel, tall as 4 double decker buses, wingspan wide as jumbo jet, represent past – miners – and hopes of the future)
- Orbit (twisted steel, stability and instability, spirals. Trunk vertical and red tube)

Discuss the material / shape / feel of each sculpture

Ask the children to create still shapes for each of these sculptures. Get to create 2 or 3 different versions of each image – often they will make something very obvious the first time, but then develop much more imaginative responses on their second and third attempts.

Point out good examples that the rest of the class can watch.

# Choreography

Ibonga - Tribal Music on Location



## What's Hiding in the Clay?

In the same pairs, the children can choose whether they are the sculptor or the clay.

- The child who is the clay curls up in a small clay ball on the floor.
- The child who is the sculptor gently and carefully sculpts their partner into a sculpture. This could be an abstract shape or something much more representational. The child who is the clay needs to help their partner by NOT being a dead weight! They need to move in response to what their partner is doing. Equally, the sculptor must ensure they are NOT forcing their partner into uncomfortable positions or move their limbs against natural range of motion.
- Once the sculpture is finished, ask the clay to be completely still for a moment, before the sculptor squishes them back down again.
- Swap over.
- Once the children have got used to this idea, ask them to experiment with lots of different sculptures – low / high, small / big, smooth / spikey and so on.

**Extension activity:** Those that are very confident with making sculptures on each other could then have a go at doing one as a pair, with both of their bodies making the sculpture together.

# Performance Opportunity

**Sit in a circle and ask for volunteers** to enter the circle to share back their sculptures. More than one pair could perform at the same time. Ask the children afterwards which sculptures they remembered / liked best. Could they try out their favourite sculpture shape by themselves?



# Cool Down ↓

**In the same pairs**, ask one of them to again be the clay. However, this time the 'clay' needs to stand in a sculpture shape. The sculptor is going to gently and slowly squish the clay back down to the ground. Swap over.

## DANCE

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