

# Cambridge Sculpture Trails



## Get Involved

A suggested Sculpture Project for Primary Schools

### Learning Objectives

- Learn about sculpture and experience it in the local environment
- Use ICT to research a topic
- Use a variety of materials and techniques to make sculptures
- Explore different ways of presenting information and displaying artwork to a variety of audiences
- Use mathematical skills such as space, shape and measurement to create and display art work
- Work together as a whole class to create a sculpture trail in school

### Stage 1

#### Introduction

Teacher led discussion about sculpture

Suggested questions and discussion points –

- What is sculpture?  
e.g. Why is a chair not a sculpture?
- Would it be a sculpture if the artist had put it on a plinth?  
Sculpture is a three-dimensional artwork created by shaping or combining materials
- Where can you find sculpture? Does it have to be in a museum?
- What materials can sculpture be made from?  
Sculpture can be made from hard materials, such as stone, marble, metal, glass or wood  
Softer materials can also be used, such as clay, textiles, plastics, polymers and softer metals
- Have you seen any sculpture in Cambridge?
- What size can sculpture be?

Example of a very large sculpture -



Antony Gormley, Angel of the North

Example of a very small sculpture –



Alexander Calder made tiny sculptures that fitted inside a cigar box

- How do you think sculpture influences or changes the environment?

For example can it make city centres, parks or gardens look more interesting?

- Do you have a favourite sculpture?
- Sculpture can be temporary and disappear  
Have you ever made a snowman?  
It eventually melts.  
Have you ever made a sandcastle?  
The sea will wash it away.

Sculpture can be part of a landscape [www.richardlong.org](http://www.richardlong.org)



Sculpture can be made from natural materials such as stones and leaves



### Suggested Vocabulary

Sculptor, plinth, abstract, realistic, ephemeral statue, materials (marble, granite, wood, bronze, metal)

## Stage 2

### Arrange a visit

Kettle's Yard runs excellent sessions on sculpture for both teachers and children.

Walk around Cambridge and look at some of the sculptures. Children can record what they see through photography and sketches.

Visit the Greek and Roman sections at the Fitzwilliam Museum to look at sculptures from the past, and possibly periods in history that they already know about.

## Stage 3

### Research Cambridge Sculpture Trails

1: In either pairs or small groups look at Cambridge Sculpture Trails web-sites and leaflets to explore sculpture.

Suggested Questions:

- Which if any of the sculptures do you recognise?
- Have you ever used a trail or map before?
- Why might you need a map?

## Stage 4

2: Pairs or small groups to use the internet to research a well-known sculptor from the Cambridge Sculpture Trail: for example -

- Anthony Caro
- Barry Flanagan
- Henry Moore
- Barbara Hepworth

Pupils could research the following –

- When and where were the sculptors born and are they still alive?
- Can you find an example of their work?
- What materials did they use?
- Where could you see examples of their work?
- Find 3 words to describe how their sculptures look.

3: Pupils to make a presentation to the rest of the class about their chosen sculptor.

## Stage 5

### Create a sculpture

1: Children to work in small groups to create their own sculpture using recyclable materials. It can either be realistic or abstract.

*An abstract piece of art is not a realistic representation of a person, place or thing; it is the artist's interpretation.*

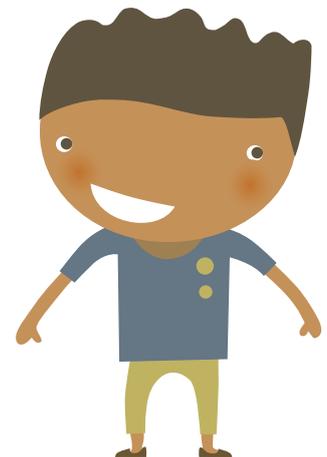
*For example, Kenneth Martin (Sculpture Trail 1), Phillip King (Sculpture Trail 2) or Dhruva Mistry (Sculpture Trail 3).*

Suggested Resources: cardboard boxes, cardboard tubes, pieces of wood, leaves, pebbles, plastic bottles, aluminium trays, fabric. Silver and black spray paint is useful for covering large areas.

## Stage 6

### Design A Class Sculpture Trail

- 1: Place sculpture in a large space, i.e. playground or hall, and label the sculpture to give the name of the artists (pupils), title of piece, date and materials used.
- 2: As a class discuss in which order to view the sculptures and why. Then make a map to show where each sculpture is in relation to another.
- 3: Invite other classes, teachers, parents or visitors to go around the Class Sculpture Trail.



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[www.cambridgesculpturetrails.co.uk/schools](http://www.cambridgesculpturetrails.co.uk/schools)