

Subject of the class scenario:

Sculptures around us.

Author: Martyna Sianko

Time of performance: 45 mins

Participants: children aged 4 – 6

General goal: The participants know what sculpture is.

Specific goals:

Cognitive goals

- The participants know what makes sculpture stand out among other fine arts.
- The participants know what a sculptor's work is about.

Training goal

- The participants train their perceptiveness.

Didactic goals

- The participants control their emotions and develop their personality traits, e.g. patience.
- The participants obey the educator's instructions.
- The participants learn to cooperate in a group.

Methods of work:

- talk;
- performance of tasks from the worksheet;
- display of a film.

Forms of work:

- individual;
- collective.

Teaching aids:

- animated film *Cat and Squirrel – Rescue the Sculptures!*, available on: www.sztukabezgranic.muzeum.bialystok.pl,
- worksheets;
- stationery.

Course of the class:

1. The educator greets the participants and presents the subject of the meeting. He/she explains to the children who Alfons Karny was and tells them about his sculpting activity. During the talk, the educator asks the children who a sculptor is, what he does and what a sculpture is.
2. The participants receive worksheets to solve. The children perform the tasks connected with sculpting materials. The educator informs the children that all sculptors have their own preferred materials and techniques of work, and sculptures can be made of many different materials. The educator and the children specify where they can usually be found – at parks, at fairs and festivals, in architectural ornaments of buildings, at homes. During the class, he/she asks children about their sculpture-related experiences, e.g. whether such works can be found in their nearest surrounding, whether they ever tried their luck at making sculptures of different art materials.
3. The educator displays a film showing the adventures of the museum cat and the squirrel. He/she asks the children what alarmed the squirrel, what the cat was doing and what tools he used. The participants perform tasks from the worksheets, connected with sculpting tools.
4. The educator proceeds with a physical exercise *One, two, three, the Sculptor can see!*, a variant of the popular *Statues* game. A randomly selected child acts as a sculptor and the others become sculptures. The sculptor walks away from the other participants, turns away and says the words: *One, two, three, the Sculptor can see!* While the sculptor is speaking these words, the children move towards him or her. When the entire phrase is spoken, the sculptor turns toward the others who have to make a pose and remain still, like sculptures. The sculptor walks among the classmates, provoking them, e.g. trying to make them laugh, and observes if anyone has moved. The person who has moved comes back to the starting line. A moment later, the cycle repeats. The children playing the sculptures cannot repeat the pose from the previous game cycle. The goal is to reach the sculptor while he/she is not watching but speaking the phrase. The winner takes the sculptor's place.
5. Optionally, at the end of the meeting, the children make an artistic work – a sculpture. It is worth using seasonally available materials, such as snow in winter or chestnuts, acorns, colourful leaves or sticks, found during a walk, in autumn.

