

Art & Design Year 2- Medium Term Planning.
Sculpture and 3D: Clay pots

National Curriculum Objective

National Curriculum:

- To use a range of materials creatively to design and make products
- To use modelling & sculpting to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using pattern, texture, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
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| Learning intention | I can use my hands as a tool to shape clay. | I can shape a pinch pot and join clay shapes as decoration. | I can use impressing and joining techniques to decorate a clay tile. | I can use drawing to plan the features of a 3D model. | I can make a 3D pot from a drawn design. | I can evaluate my finished pot and say how it reflects my design. |
| Recall and Retrieval | <ul style="list-style-type: none"> • That when something is three-dimensional it has form and is not flat. • That three-dimensional is often referred to as 3D. • That they can explain the difference between something that is 2D and 3D. This | <p>3, 2, 1</p> <p>Tell a partner ...</p> <p>3 ways to shape clay that you have learned.</p> <p>2 things you have found out about clay.</p> <p>1 thing you would like to know about clay.</p> | <ul style="list-style-type: none"> • I know that pieces of clay can be joined using the 'scratch and slip' technique. | <p>Brain dump</p> <p>Write down everything you can remember about Rachel Whiteread and her work from the last lesson.</p> <ul style="list-style-type: none"> • I know that a clay surface can be decorated by pressing into it or by joining pieces on. • I know that patterns can be made using shapes. | <ul style="list-style-type: none"> • Art can be figurative or abstract. • Artists can use the same material (felt) to make 2D or 3D artworks. | |

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| | <p>could include suggesting ways to change a flat (2D) piece of paper into something 3D either through discussion or as a practical task with scrap paper.</p> <ul style="list-style-type: none"> • That sculpture is a 3D art form. | | | | | |
| <p>Key Knowledge</p> <p><i>Sequence of knowledge throughout the lesson</i></p> | <ul style="list-style-type: none"> • I know that is easier to work with clay in cold conditions than a warm room. | <ul style="list-style-type: none"> • I know that pieces of clay can be joined using the 'scratch and slip' technique. | <ul style="list-style-type: none"> • I know that a clay surface can be decorated by pressing into it or by joining pieces on. • I know that patterns can be made using shapes. • I know that art can be figurative or abstract. • I know that artists can use the same material (felt) to make 2D or 3D artworks. • I know that people make art | | | <ul style="list-style-type: none"> • Identify what they might change in their own work next time. • Begin to talk about how they could improve their own work. |

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| | | | <p>to share their feelings.</p> <ul style="list-style-type: none"> I know that people make art to explore an idea in different ways. | | | |
| Key Skills | <ul style="list-style-type: none"> I can flatten clay to make a smooth surface. I can shape clay using my hands. I can make different marks in clay by pressing into it. I can shape clay to make a model. | <ul style="list-style-type: none"> I can use the pinching technique to shape a pot. I can use my fingers and thumbs to make the sides of the pot even. I can join clay to help decorate my pot. | <ul style="list-style-type: none"> I can describe my ideas about the work of artist Rachel Whiteread. I can roll a smooth clay tile. I can create a pattern by pressing into and joining pieces onto my tile. | <ul style="list-style-type: none"> I can draw a house that will be made into a clay tile. I can decide how to create features like a door, windows and the roof in clay. Use sketchbooks to help make decisions about what to try out next I can label my drawing accurately. | <ul style="list-style-type: none"> I can use my design to guide my clay work. I can use both pressing in and joining clay techniques on my tile. | |
| Disciplinary Knowledge | | | | | | |
| <i>Evaluate/Analyse</i> | | | | | | |
| Main teaching activity: | Success Criteria | Success Criteria <ul style="list-style-type: none"> I can use the pinching | Success Criteria <ul style="list-style-type: none"> I can describe my ideas | Success Criteria <ul style="list-style-type: none"> I can draw a house that will | Success Criteria | Success Criteria |

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| Summary | <ul style="list-style-type: none"> • I can flatten clay to make a smooth surface. • I can shape clay using my hands. • I can make different marks in clay by pressing into it. • I can shape clay to make a model. | <p>technique to shape a pot.</p> <ul style="list-style-type: none"> • I can use my fingers and thumbs to make the sides of the pot even. • I can join clay to help decorate my pot. | <p>about the work of artist Rachel Whiteread.</p> <ul style="list-style-type: none"> • I can roll a smooth clay tile. • I can create a pattern by pressing into and joining pieces onto my tile. | <p>be made into a clay tile.</p> <ul style="list-style-type: none"> • I can decide how to create features like a door, windows and the roof in clay. • I can label my drawing accurately. | <ul style="list-style-type: none"> • I can use my design to guide my clay work. • I can use both pressing in and joining clay techniques on my tile. | |
| Scaffolding | Children may need additional modelling of the key skills as the lesson progresses. | Could be seated so that they can watch the video as they work; could decorate their pot with just one shape, perhaps a circle rolled and flattened with a face added using tools pressed in; may need adult support to score the surface of the shape before attaching it. | May need to cut around the card tile template, or have an adult do this for them; may need adult support to remember how to score and slip shapes to stick them to the tile. | Could draw their design and describe to an adult how they plan to make it rather than labelling. | May need to use the card templates to cut a tile shape; may need support to choose tools and objects to make the house features; may need reminding about joining techniques. | |
| Challenge | Should be encouraged to include at least two of the skills they have tried in their final models; could | Could be encouraged to make considered choices about where to place their | Should be encouraged to be more ambitious with their tile design, perhaps trying out a few options before | Should be encouraged to explore ways they could showcase their clay skills by including shapes in relief, | Could be encouraged to evaluate their drawn design as they work in the clay, challenging the choices they made if they don't work well in | |

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| | use their hands to pinch and smooth the clay into more complex shapes while making their models. | decoration for best effect. | deciding what looks good; remind them that to change marks we can smooth the clay to 'rub out'. | features pressed in and surface patterning. | clay and finding solutions to problems if they arise; should remember the clay joining technique and be able to support peers in using it. | |
| Key vocabulary: | cut flatten roll shape smooth | ceramic glaze pinch pot score slip thumb pot | 3D casting in relief negative space plaster sculpture | casting detail impressing in relief negative space sculpture surface | impressing in relief score slip surface | |
| End of Unit Outcomes: | <ul style="list-style-type: none"> • Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a pot design and plan how to create the key features in clay. • Create a clay pot that has recognisable features made by both impressing objects into the surface and by joining simple shapes. | | | | | |
| Resources | | | | | | |

