

# Art – Year 2 – Summer 2 – Sculptures and 3D: clay houses (5 lessons) Craft and design: map it out (lesson 4)

	<p><b>Previous Learning / sticky knowledge</b></p>	<p><u>Year 1 – sculpture and 3D – paper play</u></p> <p>Roll paper tubes and attach them to a base securely.</p> <p>Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</p> <p>Shape paper strips in a variety of ways to make 3D drawings.</p> <p>Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.</p> <p>Create a tree of life sculpture that includes several different techniques for shaping paper.</p> <p>Work successfully with others, sustaining effort over a time.</p> <p>Paint with good technique, ensuring good coverage.</p> <p><u>This unit:</u></p> <p>Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.</p> <p>Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.</p> <p>Roll a smooth tile surface.</p> <p>Join clay shapes and make marks in the tile surface to create a pattern.</p> <p>Draw a house design and plan how to create the key features in clay.</p> <p>Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</p>	<p><u>Years 1 – craft and design – woven wonders</u></p> <p>Give an opinion about whether an activity counts as ‘art’.</p> <p>Listen attentively to a visitor describing their creative interests.</p> <p>Draw and talk about a remembered experience of making something creative.</p> <p>Independently choose and measure lengths of wool and join wool sections together.</p> <p>Adjust their wrapping technique if something doesn’t work well.</p> <p>Show that they are selecting colours thoughtfully.</p> <p>Be open to trying out a new skill.</p> <p>Show that they are choosing materials based on colour, thickness and flexibility.</p> <p>Show resilience and keep going when things don’t go right the first time.</p> <p>Join in with looking for key features of Cecilia Vicuña’s work (knots, plaits, weaving etc).</p> <p>Weave with paper, achieving a mostly accurate pattern of alternating strips.</p> <p>Describe their own weaving and compare it to Vicuna’s artwork.</p> <p>Attach things securely to their box loom.</p> <p>Remember the process needed for weaving and attach some elements in this way.</p> <p>Discuss the choices they make and what they like about their finished work.</p> <p><u>This unit:</u></p>	
	<p><b>Curiosity questions</b></p>	<p><b>Substantive knowledge</b></p>	<p><b>Disciplinary Knowledge</b></p>	<p><b>Key Vocabulary</b></p>
<p>Wk 1</p>	<p><b>Lesson 1:</b></p> <p>How do I shape clay?</p>	<p><b>Formal elements:</b></p> <p><b>Form:</b></p> <p>Pieces of clay can be joined using the ‘scratch and slip’ technique.</p> <p><b>Form:</b></p> <p>A clay surface can be decorated by pressing into it or by joining pieces on.</p> <p><b>Shape:</b></p> <p>Patterns can be made using shapes.</p> <p><b>Making skills:</b></p> <p>How to smooth and flatten clay.</p> <p>How to roll clay into a cylinder or ball.</p> <p>How to make different surface marks in clay.</p>	<p><b>Generating ideas:</b></p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><b>Using sketchbooks:</b></p> <p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Use sketchbooks to help make decisions about what to try out next.</p> <p><b>Making skills:</b></p> <p>Further demonstrate increased control with a greater range of media.</p>	<p>cut</p> <p>flatten</p> <p>roll</p> <p>shape</p> <p>smooth</p>

		<p>How to make a clay pinch pot.  How to mix clay slip using clay and water.  How to join two clay pieces using slip.  How to make a relief clay sculpture.  How to use hands in different ways as a tool to manipulate clay.  How to use clay tools to score clay.</p> <p><b>Knowledge of artists:</b>  Art can be figurative or abstract.  Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p><b>Evaluating and analysing:</b>  People use art to tell stories.  People make art about things that are important to them.  People make art to share their feelings.  People make art to explore an idea in different ways</p>	<p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p><b>Knowledge of artists:</b>  Talk about art they have seen using some appropriate subject vocabulary.  Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p><b>Evaluating and analysing:</b>  Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.  Begin to talk about how they could improve their own work.  Talk about how art is made.</p>	
	<p><u>Retrieval Practice Questions</u>  Last week:  Last term: The secondary colours are ..., ... and ...  Last year: roll a tube of paper.</p>			
Wk 2	<p><b>Lesson 2:</b></p> <p>How do I make a pinch pot?</p>	<p><b>Formal elements:</b>  <b>Form:</b>  Pieces of clay can be joined using the 'scratch and slip' technique.  <b>Form:</b>  A clay surface can be decorated by pressing into it or by joining pieces on.  <b>Shape:</b>  Patterns can be made using shapes.  <b>Making skills:</b>  How to smooth and flatten clay.  How to roll clay into a cylinder or ball.  How to make different surface marks in clay.  How to make a clay pinch pot.  How to mix clay slip using clay and water.  How to join two clay pieces using slip.  How to make a relief clay sculpture.  How to use hands in different ways as a tool to manipulate clay.  How to use clay tools to score clay.  <b>Knowledge of artists:</b>  Art can be figurative or abstract.  Artists can use the same material (felt) to make 2D or 3D artworks.  <b>Evaluating and analysing:</b>  People use art to tell stories.  People make art about things that are important to them.  People make art to share their feelings.</p>	<p><b>Generating ideas:</b>  Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.  <b>Using sketchbooks:</b>  Experiment in sketchbooks, using drawing to record ideas.  Use sketchbooks to help make decisions about what to try out next.  <b>Making skills:</b>  Further demonstrate increased control with a greater range of media.  Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.  <b>Knowledge of artists:</b>  Talk about art they have seen using some appropriate subject vocabulary.  Create and critique both figurative and abstract art, recognising some of the techniques used.  <b>Evaluating and analysing:</b>  Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.  Begin to talk about how they could improve their own work.  Talk about how art is made.</p>	<p>ceramic  glaze  pinch pot  score  slip  thumb pot</p>

		People make art to explore an idea in different ways		
	<u>Retrieval Practice Questions</u> Last week: tell a partner 3 ways to shape clay that you have learnt. Last term: What does hue mean? Last year: Tree of life picture. What can you see?			
Wk 3	<b>Lesson 3:</b>  What is an impression?	<b>Formal elements:</b> <b>Form:</b> Pieces of clay can be joined using the 'scratch and slip' technique. <b>Form:</b> A clay surface can be decorated by pressing into it or by joining pieces on. <b>Shape:</b> Patterns can be made using shapes. <b>Making skills:</b> How to smooth and flatten clay. How to roll clay into a cylinder or ball. How to make different surface marks in clay. How to make a clay pinch pot. How to mix clay slip using clay and water. How to join two clay pieces using slip. How to make a relief clay sculpture. How to use hands in different ways as a tool to manipulate clay. How to use clay tools to score clay. <b>Knowledge of artists:</b> Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks. <b>Evaluating and analysing:</b> People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways	<b>Generating ideas:</b> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <b>Using sketchbooks:</b> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. <b>Making skills:</b> Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. <b>Knowledge of artists:</b> Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used. <b>Evaluating and analysing:</b> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	3D casting in relief negative space plaster sculpture
	<u>Retrieval Practice Questions</u> Last week: An artist who works in clay is called a ... clay artist, moulding artist, ceramic artist. Last term: How do I make dark green? Last year: what does working collaboratively mean?			
Wk 4	<b>Lesson 4:</b>  What must I include in my house tile?	<b>Formal elements:</b> <b>Form:</b> Pieces of clay can be joined using the 'scratch and slip' technique. <b>Form:</b> A clay surface can be decorated by pressing into it or by joining pieces on. <b>Shape:</b> Patterns can be made using shapes. <b>Making skills:</b>	<b>Generating ideas:</b> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <b>Using sketchbooks:</b> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. <b>Making skills:</b>	casting detail impressing in relief negative space sculpture surface

		<p>How to smooth and flatten clay.  How to roll clay into a cylinder or ball.  How to make different surface marks in clay.  How to make a clay pinch pot.  How to mix clay slip using clay and water.  How to join two clay pieces using slip.  How to make a relief clay sculpture.  How to use hands in different ways as a tool to manipulate clay.  How to use clay tools to score clay.</p> <p><b>Knowledge of artists:</b>  Art can be figurative or abstract.  Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p><b>Evaluating and analysing:</b>  People use art to tell stories.  People make art about things that are important to them.  People make art to share their feelings.  People make art to explore an idea in different ways</p>	<p>Further demonstrate increased control with a greater range of media.  Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p><b>Knowledge of artists:</b>  Talk about art they have seen using some appropriate subject vocabulary.  Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p><b>Evaluating and analysing:</b>  Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.  Begin to talk about how they could improve their own work.  Talk about how art is made.</p>	
	<p><u>Retrieval Practice Questions</u>  Last week: Write down something you remember about Rachel Whiteread or her work.  Last term: true or false – printing is when you use a paint brush.  Last year: create a concertina piece of paper.</p>			
Wk 5	<p><b>Lesson 5:</b></p> <p>How do I follow a design?</p>	<p><b>Formal elements:</b>  <b>Form:</b>  Pieces of clay can be joined using the 'scratch and slip' technique.  <b>Form:</b>  A clay surface can be decorated by pressing into it or by joining pieces on.  <b>Shape:</b>  Patterns can be made using shapes.  <b>Making skills:</b>  How to smooth and flatten clay.  How to roll clay into a cylinder or ball.  How to make different surface marks in clay.  How to make a clay pinch pot.  How to mix clay slip using clay and water.  How to join two clay pieces using slip.  How to make a relief clay sculpture.  How to use hands in different ways as a tool to manipulate clay.  How to use clay tools to score clay.  <b>Knowledge of artists:</b>  Art can be figurative or abstract.  Artists can use the same material (felt) to make 2D or 3D artworks.  <b>Evaluating and analysing:</b></p>	<p><b>Generating ideas:</b>  Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.  <b>Using sketchbooks:</b>  Experiment in sketchbooks, using drawing to record ideas.  Use sketchbooks to help make decisions about what to try out next.  <b>Making skills:</b>  Further demonstrate increased control with a greater range of media.  Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.  <b>Knowledge of artists:</b>  Talk about art they have seen using some appropriate subject vocabulary.  Create and critique both figurative and abstract art, recognising some of the techniques used.  <b>Evaluating and analysing:</b>  Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p>	<p>impressing  in relief  score  slip  surface</p>

		People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways	Begin to talk about how they could improve their own work. Talk about how art is made.	
	<p><u>Retrieval Practice Questions</u></p> <p>Last week: Display the image of a completed clay tile. Ask the children to discuss, either in pairs or in small groups, what techniques that have been used to create the different shapes and textures.</p> <p>Last term: New Orleans Ragging Home by Romare Bearden what do you like/dislike?</p> <p>Last year: 'Maman' spider sculpture (1999) by the artist Louise Bourgeois. Name the parts of the spiders.</p>			
	What is printing?	<p><b>Formal elements:</b></p> <p><b>Form:</b> That 'composition' means how things are arranged on the page.</p> <p><b>Shape:</b> Shapes can be organic (natural) and irregular.</p> <p><b>Making skills:</b>          How to draw a map to illustrate a journey.          How to separate wool fibres ready to make felt.          How to lay wool fibres in opposite directions to make felt.          How to roll and squeeze the felt to make the fibres stick together.          How to add details to felt by twisting small amounts of wool.          How to choose which parts of their drawn map to represent in their 'stained glass'.          How to overlap cellophane/tissue to create new colours.          How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.          How to apply paint or ink using a printing roller.          How to smooth a printing tile evenly to transfer an image.          How to try out a variety of ideas for adapting prints into 2D or 3D artworks.</p> <p><b>Knowledge of artists:</b>          Art can be figurative or abstract.          Artists can use the same material (felt) to make 2D or 3D artworks.          Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</p> <p><b>Evaluating and analysing:</b>          People use art to tell stories.          People make art about things that are important to them.          People make art to share their feelings.          People make art to explore an idea in different ways.          People make art for fun.          People make art to decorate a space.          People make art to help others understand something.</p>	<p><b>Generating ideas:</b>          Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><b>Using sketchbooks:</b>          Experiment in sketchbooks, using drawing to record ideas.</p> <p><b>Making skills:</b>          Further demonstrate increased control with a greater range of media.          Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p><b>Knowledge of artists:</b>          Talk about art they have seen using some appropriate subject vocabulary.          Create work from a brief, understanding that artists are sometimes commissioned to create art.          Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p><b>Evaluating and analysing:</b>          Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.          Begin to talk about how they could improve their own work.          Talk about how art is made.</p>	3D art mobile negative print printmaking printing tile

	<u>Retrieval Practice Questions</u> Last week: display a finished house tile. What tools did they use to make the house? Last term: show a sponge. Name the equipment. Last year: what does 3D mean?		
	WOW Experience Days		