

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: LKS 2 - Year B –Summer

Clay Sculpture/Greek Pottery

Otto & Vivaka Heino (1915 – 2009)

Grayson Perry – Contemporary Artist (1960 -)

Cornelia Parker - Installation Artist (1956 -)

Dame Barbara Hepworth DBE – Artist & Sculptor (1903 – 1975)

NC/PoS:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history

Prior Learning (what pupils already know and can do)

Sculpture, 3-dimensional art, colour and design, form, historic story telling.

End Points (what pupils MUST know and remember)

Demonstrate secure practice of drawing exercises C & D (SEE OVERVIEW) to add to repertoire of skills.

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Know the names and art genre or movement of focus artists;
Otto & Vivaka Heino. Grayson Perry. Cornelia Parker. Barbara Hepworth
Know that sculpture/ pottery can be created to tell a story or to record a point in time.
Know what clay is and where it comes from.
Know how to make a coil pot and a pinch pot.
Understand the relevance of the Greek pottery design- that it tells a story.
Learn papier mache techniques and how to make a vessel or vase.
Describe in detail the sequence of how their art was made using key vocab learned.
Annotate sketchbook entries with dates, media used, and skill practiced.
Add simple comments about skills learned

Key Vocabulary to teach each session; Written In bold at the beginning of each session. To be revisited in following sessions

Session 1: **Sculpture, pottery, Sculptors. Barbara Hepworth & Otto & Vivaka Heino, Greek pottery**

What is sculpture? What can it be made from?

Sculpture is an art form made in three dimensions. Sculptors use four basic processes - carving, modelling, casting & constructing - to create their works. It is a visual art form. Not a functional object.

Learn what clay is and where it comes from and how pottery is made.

Clay- is found in the ground. There are different types and colours. Pots and sculptures can be made from clay as it can be baked in a kiln to make it very hard.

Children be introduced to famous Sculptors. Barbara Hepworth & Otto & Vivaka Heino.

Learn why these sculptors are important.

Introduction to Greek pottery. What do the images on the vases and pottery signify?

In sketchbooks complete warm-up observational drawing exercises C & D (SEE OVERVIEW) to add to repertoire of skills. Alternate the exercises over the 5 sessions.

Use graded pencils, pens or graphite sticks.

Draw unfamiliar objects so children cannot draw from memory. Focus on objects with form.

Complete a sketchbook investigation – pottery shapes.

Session 2: **colours, patterns, shape, and form. Cultural beliefs, Ancient Greeks Grayson Perry artist, papier mache.**

[Grayson Perry - Artist - Saatchi Gallery](#)

Introduce Grayson Perry.

Investigate Greek pottery designs and shapes. Observe the varying, colours, patterns, shape, and form. Greek pottery tells a story of the past of the cultural beliefs of the ancient Greeks.

Grayson Perry artist creates his pottery and sculpture that also tells a story of important world events or disasters like the explosion of Chernobyl nuclear power station.

Children to make collaborative paper mache pots. The pots will tell a story. (to be decided)

Make a vessel from balloons and a circular small lid for the base. Add layers of tissue and paper mache paste. The vessels need 6- 8 layers of mache. Then they need to dry.

Children work in groups and take turns to complete.

While they are waiting, they complete small drawings of chosen themes. These will be stuck on to the pots later. Complete in thin permanent markers.

Session 3: **Clay construction- Coil Pot - Pinch pot**

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Clay construction- Coil Pot- Made from coil layers of clay.

When hand rolling coils, use a smooth surface and spreading your hands to apply even pressure. Gently roll the clay back and forth.

Roll the coils so that they are a little thicker than a pencil. Then stack the coils one on top of another cutting off the excess pieces.

When you are happy with the size and length of your pot gently smooth inside and outside.

When smoothing the inside of the piece hold your other hand on the outside and when doing the outside the other hand should be supporting the inside

This will stop you damaging and misshaping your pot.

You can level the top by turning turn your pot over and lightly tapping it on a smooth surface or you can go with an uneven shape. It will look different!

Let the pot dry.

Clay construction -Pinch pot

Start with a ball of clay about the size of a medium orange.

Make sure the clay has been well kneaded to get rid of the air in the clay

The first step to making your pinch pot is to start the opening. Cradle the ball of clay in one hand and gently press the end of your thumb into the clay.

Form the pot. The idea is to gently press the clay from the inside with your thumb against your fingers on the outside. Each time you press a bit with your thumb, give the clay a bit of a turn before you press again. It doesn't matter if you turn the pot clockwise or counter clockwise, just work in a way that seems natural to you.

If you curve your fingers slightly, you can control the shape a bit better and make a more rounded form. If your fingers are held flat against the outside, the pot rim will flare out more to make an open bowl shape. Experiment to see what kinds of forms you can make.

Continue the pinching and turning method until the walls of the pot are thinned out to a thickness that seems about right to you.

Leave to dry.

Ancient Greek pottery <https://www.youtube.com/watch?v=0GJsUfXQWSU>

Coiling technique <https://www.youtube.com/watch?v=o8FmgUQtLHk>

Pinching technique <https://www.youtube.com/watch?v=2CQAdMxjBik>

Painting clay using acrylic paint <https://www.youtube.com/watch?v=ngPvBLb-PEA>

Session 4:

Decorate/ paint clay pots and collage papier mache pots.

Use thin brushes and thin brushes and acrylic paint on the clay. Sponging the lips will also look effective.

Children try to set a scene - a moment in time in Ancient Greece.

Session 5:

Decorate/ paint clay pots and collage papier mache pots.

Use thin brushes and thin brushes to paint on the clay. Sponging the lips will also look effective.

Children try to set a scene - a moment in time in Ancient Greece.

Evaluate the progress they have made and what techniques they have learned and enjoyed the most?

Know names & art movement or genre of focus artists.

Annotate sketchbook entries with dates, media used, and skill practiced.

Add simple comments about skills learned.

Future learning this content supports:

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Future learning – Clay construction. Historic relevance of pottery – tells of the past. The importance or relevance of decoration and patterns of other cultures.