

Learning journey	Art	Sculpture	Year 3 (Spring 2)	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>In key stage 1 children will have:</p> <ul style="list-style-type: none"> Had the opportunity to create 3D sculpture with a range of malleable materials including salt dough, play dough and clay Create designs from observation or imagination <p>Before the start of the unit they will be able to...</p> <ul style="list-style-type: none"> Use their hands and basic tools to mould and shape a malleable material using techniques including squeezing, rolling and kneading Use their hands and basic tools to mark the surface of a malleable material Understand how different materials can be joined with adhesives such as glue Understand that objects can be decorated Use paint to form background colour and create more detailed designs. 	<p>Children will make observations about Stone Age pottery, including their shape, form and decoration.</p> <p>Children will be taught to that Stone Age pottery was intended to be practical.</p> <p>Children will be provided opportunities to record their observations and to create and practise their own designs in their sketch book.</p> <p>Children will learn to work with and manipulate clay as a media for sculpture.</p> <p>Children will learn to use the coil and slip technique on a slab base to create their own sculptured pot.</p> <p>Children will be provided opportunities to embellish their sculpture with painted designs in the style of the historic period.</p>	<p>Children will use their understanding of working with clay to move on to 3D facial sculptures that require the scoring and slip techniques to add details in relief.</p> <p>Children will be able to reuse their knowledge of clay as a malleable material that needs to be worked but not over handled.</p> <p>Children will be given the opportunity to develop their skills with malleable materials to create finer, more intricate detail within their sculpture.</p>	<p>Ceramics: a term given to any art work produced using clay.</p> <p>Clay: Naturally occurring sticky fine grained earth.</p> <p>Coiling: Fixing rings of clay on top of each other.</p> <p>Kneading: Squeezing or pressing together using the hands & fingers.</p> <p>Malleable: able to be shaped with hands or tools.</p> <p>Modelling: Working clay into a shape or form.</p> <p>Pinching: Squeezing between the thumb and a finger</p> <p>Pottery: Objects shaped from moist clay and hardened by heat.</p> <p>Scoring: Cutting or scratching the surface, used to join parts of a pot e.g. a handle.</p> <p>Slab: A flat evenly cut/rolled layer.</p> <p>Slip: Liquid clay used to join coils like a glue.</p> <p>Texture: the tactile quality of the object's surface.</p>

NC coverage and HWJS skills development

National curriculum coverage for Art

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.
- 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

HWJS skills development

- Plan, design and make models from observation or imagination
- Combine shapes into recognisable forms
- Construct a simple base and layer/join shapes onto it to create a 3D form
- Make a slip to join two pieces of clay
- Use pinch, slab, coil techniques
- Use tools to create patterns on the surface
- Use language appropriate to skill and technique: slip and score, pinch, coil, slab
- Create surface patterns and decoration related to the cultural and/or historic time periods.

Knowledge organisers

Year 3 Art - Spring 1: Sculpture linked to Stone Age Pottery

PRIOR KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
<ul style="list-style-type: none"> - Malleable materials such as soft dough, play dough and clay can be shaped and moulded. - Techniques to shape malleable materials include rolling, pinching, cutting, kneading and shaping. - The surfaces of a malleable material can be changed to add pattern or texture by using a variety of tools 	<ul style="list-style-type: none"> - Plan, design and make models from observation - Combine shapes into recognisable forms - Construct a simple base and layer/join shapes onto it to create a 3D form - Make a slip to join two pieces of clay - Use pinch, slab, coil techniques - Use language appropriate to skill and technique: slip and score, pinch, coil, slab - Create decoration related to the cultural and historic time period 	<p>Geramics: a term given to any art work produced using clay.</p> <p>Clay: Naturally occurring sticky fine grained earth.</p> <p>Coiling: Fixing rings of clay on top of each other.</p> <p>Kneading: Squeezing or preating together using the hands & fingers.</p> <p>Malleable: able to be shaped with hands or tools.</p> <p>Moulding: Working clay into a shape or form.</p> <p>Pinching: Squeezing between the thumb and a finger.</p> <p>Pottery: Objects shaped from moist clay and hardened by heat.</p> <p>Scoring: Cutting or scratching the surface, used to join parts of a pot e.g. a handle.</p> <p>Slab: A flat evenly cut/rolled layer.</p> <p>Slip: Liquid clay used to join coils like a glue.</p> <p>Texture: the tactile quality of the objects surface.</p>
ARTIST INFORMATION - STONE AGE PEOPLE		
<ul style="list-style-type: none"> > Created Neolithic pots called Groove Ware > Pottery was decorated with grooves and vertical, horizontal and diagonal lines > They added grit (old fired pots that have been crushed down) into the clay > They have flat bases and are tub or bowl shaped 		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p style="font-size: small;">A Neolithic Groove Ware</p> </div> <div style="text-align: center;">  <p style="font-size: small;">A replica of a Neolithic Groove Ware</p> </div> </div>		
GOOD TO KNOW...		
<ul style="list-style-type: none"> ◆ Clay can be brittle and fragile if moulded too thickly ◆ Clay can dry out if handled too much ◆ Add a little water if clay becomes too dry and sticky ◆ Too much water will make the clay too slippery to work with ◆ Once dry, the clay can be coated with paint and varnish to seal it. 		

Additional resources that could be used to support teaching of sculpture and clay techniques

<https://www.bbc.co.uk/programmes/p011417y>

<https://www.culturestreet.org.uk/workshop.php?id=2>

<https://crayolateachers.ca/lesson/air-dry-clay-how-to-make-a-coil-pot/>

<u>Connections / deepening understanding</u>	<u>RADE</u>	<u>Assessment</u> Details of the objectives that they will have covered within this unit of work	
<p>History – Topic on Stone Age DT – knowledge of structures and joining techniques Wellbeing – focus on trying out, creativity and resilience</p>	<p>Promoting cultural development: Developing an understanding of how past cultures impact our own. UNCRC Article 13 – Right to opinions and sharing of thoughts Article 31 – Right to be involved in creativity activities</p>	<p>By the end of the unit the children will be able to ... Recognise examples of Stone Age pottery and understand their importance to the historians in telling us about the Stone Age culture Use their sketchbook to plan their design from observation and imagination. Create a 3D form from a slab base and using the coil and slip technique. Decorate their pottery with a design in the style of the cultural and historic period. Understand how to work a malleable material such as clay and know the meaning of vocabulary associated with the key techniques.</p>	
<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
<p><u>Key Skills</u> Plan and design from observation or imagination</p>	<p>Children can: Create a sketchbook design of their planned pot shape and consider a pattern or design as decoration.</p>	<p>Children can: Create a sketchbook design of their planned pot shape considering the use of the object, with a relevant design and use of a key pattern.</p>	<p>Children can: Create a sketchbook design of their planned pot shape with consideration of the form and details such as use and practical application such as handles. Complete the design with a clear design and key pattern.</p>
<p><u>Key Knowledge</u> Understand how to work a malleable material such as clay and know the meaning of vocabulary associated with the key techniques.</p>	<p>Children understand: Malleable materials such as clay can be shaped into 3D forms. Clay can be overworked. Coils are formed by rolling and slip is wet clay used for joining.</p>	<p>Children understand: Malleable materials such as clay can be shaped into 3D forms using hands or tools. Clay can be overworked and care needs to be taken not to make it too wet. Coils are formed by rolling and slip is wet clay used for joining. Pinched or smoothed joins are more secure.</p>	<p>Children understand: Malleable materials such as clay can be shaped into 3D forms using hands or tools. Clay can be overworked and care needs to be taken not to make it too wet. Coils are formed by rolling and slip is wet clay used for joining. Pinched or smoothed joins are more secure. Shapes of even sizes and thickness create better end results.</p>

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports.