

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design

Year: LKS 2 - Year 4

Clay Sculpture/Greek Pottery

Otto & Vivika Heino (20.4.1915 – 16.7.2009) and (27.6.1910 – 1.9.1995)

Grayson Perry - Contemporary Artist (24.3.1960 - Present)

Cornelia Parker - Installation Artist (14.7.1956 - Present)

Dame Barbara Hepworth DBE – Artist & Sculptor (10.1.1903 – 20.5.1975)

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)

Know that sculpture and pottery can be created by artists to tell a story or to record a point in time.

Know that pots/pottery can be made to be used as both functional objects or for ornamental purposes.

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

Know that Otto & Vivika Heino, Grayson Perry, Cornelia Parker and Barbara Hepworth are famous artists & sculptors, well known for their sculpture and pottery.

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

Know that Dame Barbara Hepworth's sculptures were among the earliest abstract sculptures produced in England.

Know Otto & Vivika Heino were renowned for their classic traditional shape pottery with simple clean lines. They were inspired by classical Greek vase shapes.

Know some sculptors, make unusual and unconventional sculptures like Cornelia Parker who is known for large-scale installations like, 'Cold Dark Matter: An Exploded View (1991)'. She had a garden shed blown up by the British Army and re positioned the pieces.

Know a coil pot is made from coils of clay stuck together and a pinch pot is made from a ball of clay.

Know Papier-Mache can be used to make sculptures and furniture and it is made from layers of paper, glue, flour and water.

Know how to talk about and describe artist's work by using the new art vocabulary in this unit of work.

Know that all artists use sketchbooks and that these are to be used to collect ideas and to practise skills.

Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.

Key vocabulary to teach each session; written in bold at the beginning of each session. To be revisited in following sessions.

Session 1

Key vocabulary: Sculpture, pottery, sculptors, Barbara Hepworth, Otto & Vivika Heino, Grayson Perry, Cornelia Parker, Ancient Greek pottery, colours, patterns, shape, form, cultural beliefs

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 and constructing, to create their works. It is a visual art form rather than a functional object.

What is clay? Where does it come from? How is pottery made?

Clay is found in the ground and there are different types and colours, dependent upon where the clay is sourced and the minerals found within it. Pots and sculptures can be made from clay, as it can be baked in a kiln, which causes it to become very hard.

Introduce the children to the featured, famous Sculptors. Children to create a double fact page in their sketchbooks, using images of the works created by the featured artists. Children to compare the artists' outcomes, focusing on similarities and differences. Annotate the pages, detailing the types of sculptures, the materials used and the similarities and differences in outcome.

Barbara Hepworth

Dame Barbara Hepworth's sculptures were among the earliest abstract sculptures produced in England. She would create holes through her sculptures, which she felt showed the insides of the

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sculptures, as well as the outside. It also let the light through the sculpture and framed the view behind.

Otto and Vivika Heino

Otto and Vivika Heino were husband and wife and were renowned for their classic, traditional shaped pottery, with its simple clean lines. They were inspired by classical Greek vase shapes.

Grayson Perry

Grayson Perry creates his pottery and sculptures to tell a story of important world events or disasters, like the explosion of Chernobyl nuclear power station.

Grayson Perry - Artist – Saatchi Gallery

Cornelia Parker

Cornelia Parker makes unusual and unconventional sculptures. She is known for her large-scale installations like, 'Cold Dark Matter: An Exploded View (1991)'. For this piece, she took inspiration from an incident that occurred when the British Army blew up her garden shed, so she repositioned the pieces to recreate the impact and effect.

Greek Pottery

Investigate Greek pottery designs, observing the varying colours, patterns, shapes and form. Greek pottery tells a story of the past of the cultural beliefs of the Ancient Greeks. Look at the images - what do they signify?

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

Session 2

Key vocabulary: colours, patterns, shape, form, cultural beliefs, Ancient Greeks, Papier-Mache

In sketchbooks complete warm-up observational drawing exercises C & D (SEE OVERVIEW) to add to repertoire of skills. Use graded pencils, pens, charcoal and/or graphite sticks.

Draw unfamiliar objects, so children cannot draw from memory and focus on objects with form.

Remind the children of the famous sculptors studied in session 1 and the early pottery designs and forms sculpted in Ancient Greek times. Using secondary sources for inspiration, children to complete a sketchbook investigation of pottery forms and designs.

Children to make small Papier-Mache pots, which will tell a story. Demonstrate how to make a vessel using a balloon and small circular lid/pot for the base. Children add layers of newspaper and Papier-Mache paste to the frame, completing between 6-8 layers, with the final two layers consisting of orange or brown tissue paper.

Using thin permanent markers, children then complete small drawings, which tell a story onto tissue paper. These will then be stuck on to the pots once they have dried.

Session 3

Key vocabulary: Clay construction, soft modelling dough, coil pot, pinch pot, manipulate

Using soft modelling dough and following a demonstration, children practise creating coil and pinch pots. They can experiment with different forms. When making the pinch pot, inform the children that if you curve your fingers slightly, you can control the shape a bit better and make a

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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.

Explain to the children that the soft dough is easier to manipulate than the clay, but it will allow them to practise and make a decision on which pot to create. Over working the air-drying clay will dry it out and cause it to crack.

Coil Pot

A coil pot is made from coiled layers of clay, which are scored and dampened with slip to create secure joins. When hand rolling coils, use a smooth surface and spreading your hands to apply even pressure. Gently roll the clay back and forth, until the coils are a little thicker than a pencil. Stack the coils one on top of another cutting off the excess pieces. Score and dampen the top of each coil before adding the next one, as this will help to secure the clay pieces together. When you are happy with the size and length of your pot, gently smooth inside and outside using your fingers dipped in water. 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 of the pot. Leave the pot to dry.

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 any air in the clay. The first step to making your pinch pot is to start the opening. Cradle the ball of clay in the palm of one hand and gently press the end of your thumb into the clay. To form the pot, 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. Continue the pinching and turning method until the walls of the pot are thinned out to a thickness that seems about right to you, approximately 5mm in thickness. Leave the pot 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>

Session 4

Key vocabulary: decorate, design, acrylic paint, dilute

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

Using designs previously sketched out in their sketchbooks, children to decorate their clay pots using sponges, thin brushes and acrylic paints. Children to sponge the body of the pot using earth tones and shades and using a contrasting colour on the lips will look effective.

Whilst waiting for the application of the base coat to dry, children can complete their Papier-Mache pots by adding their permanent marker sketches, using PVA glue. Take care not to cause any bleeding in the pen outlines.

Once the base coat is dry, the children try to set a scene – a moment in time in Ancient Greece - using fine brushes and acrylic paints.

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Session 5

Key vocabulary: annotate, techniques, pinch pot, coil pot, Papier-Mache

Children to evaluate the progress they have made? The techniques they have learned? What have they enjoyed the most?

Know the names and art movements or genres linked to our featured artists.

Annotate sketchbook entries with dates, media used and skills practised.

Add simple comments about the new skills learned.

Future learning this content supports:

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