

ELAYNE ADAMCZYK HARRINGTON - PME 1 2020

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# JUNIOR CLAY UNIT

*Inside out*

clay scale model that combines interior and exterior elements.

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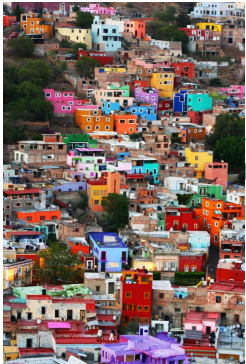
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BALLINTEER COMMUNITY SCHOOL - 1ST YEAR

# AIM OF UNIT & THEME:

Pupils will build a 3 walled structure in clay, using texture and relief to decorate internal and external walls.

Considering the overall theme 'Inside out', learners will explore narrative and modelling to create their own miniature scenery and story. Subjects that may be considered to develop artwork include nature, the environment, urban or domestic life or their own mythological or fantasy world.



# Learning outcomes for scheme/unit of learning:

## ART CRAFT DESIGN

- 1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge
- 2.3 reflect on their own, or another's, craftwork through the use of critical and visual language
- 3.2 use critical and visual language to explain their own designs and those of others
- 1.4 demonstrate how they use drawing to observe, record and analyse the human figure and the world around them
- 2.4 show they can use their drawings to observe, record and analyse
- 3.4 interpret a design brief and represent this through their drawings
- 1.6 use drawings to communicate their personal outlook or understanding
- 3.6 design a final work based on their drawings
- 1.7 examine the method of a number of artists and the artwork they created
- 1.12 apply their understanding of the art elements and design principles to make an artwork
- 2.10 describe art elements and design principles as they are used across a number of different crafts
- 3.11 examine their own and others' design work through the use of art elements and design principles
- 1.14 use media to create their own artwork
- 3.14 utilise media in their own design work based on a design brief

# LESSON 1: SPIRAL BOWLS

## Learning Intentions

At the end of this lesson the students should be able to:

- Identify how to create a spiral bowl from beginning to end.
- Successfully produce a spiral bowl from manual 'snake' rolling technique.
- Produce the beginnings of an accompanying notepad and start collecting and documenting (drawings/relevant research/related information, etc)
- Understand and use the slab rolling/building techniques.
- Have a greater sense of conceptual art as well as practical art skills that can help to represent ideas in visual/material ways.
- Explain the process and the result verbally and with art appropriate language.
- Critically analyse their own work and the work of others.





# VA/SS/Resources:



THINKING ABOUT STRUCTURE!  
BEGINNING SLAB BUILDING...





- Yet to meet expectations



- In line with expectations



- Above expectations



- Exceptional

# LESSON 2: TEXTURED PINCH POT

## Learning Intentions

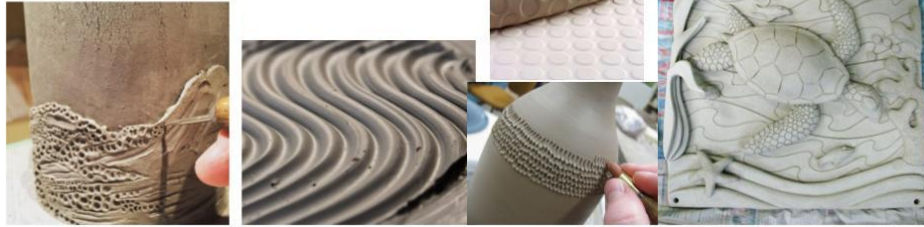
At the end of this lesson the students should be able to:

- Recognising and being able to resolve mistakes and damages to clay
- Make a textured pinch pot using different tools and techniques including a minor addition and subtraction on the bowl surface.
- Understand and explain the difference between slab rolling, joining and building process.
- Reflect further on conceptual and design ideas for their 3 walls.
- Use their knowledge of last class task and skills and apply those principles to the given task in this lesson.
- Have a greater sense of conceptual art as well as practical art skills that can help to represent ideas in visual/material ways.
- To critique their work and that of others and determine the success of the outcome.





# VA/SS/Resources:



## DEMO 1: textured pinch pot

- Show pre-made sample
- Demonstrate the making
- Show the tools and techniques (impression/print /stamp) mini cross-hatch/slip (minor addition)

### EXTRA TASKS FOR QUICK COMPLETION:

- Slab rolling, measuring, cutting and storage.
- Hand-shape pinch pot
- Major adding & subtraction on tile



# Success Criteria

## How to recognise success

Did learners effectively construct pinch pot? Did they handle the material and tools correctly and create successful decorations?

## Aligned to Learning Intention

- Learners have completed a portion of the assigned brief - decorated pinch pot.
- Used a cotton bud to even out clay after incision.
- They gave feedback on slideshow, including responses to different designs.
- Annotations were made in their visual art notebooks. Students who completed the pinch pot observed demonstration and proceeded to slab.
- They were able to explain the process and the result verbally and with art appropriate language, including SEN students.



- Yet to meet expectations



- In line with expectations

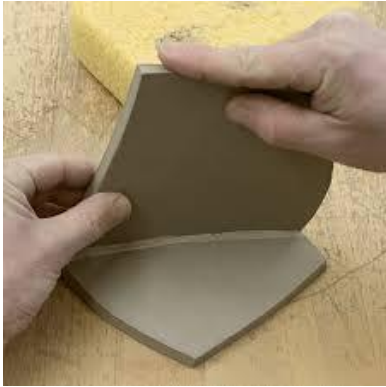


- Above expectations



- Exceptional

# LESSON 3: SLAB ROLLING, PLANNING AND DECORATION



## Learning Intentions

At the end of this lesson the students should be able to:

- Apply various surface decorations/prints/carvings to one of the three exterior facing walls.
- Apply a different type of surface decoration to one of the inner facing walls
- Reflect on ideas for modelling and choose a butterfly wing, a caterpillar, an ear, a nose or an eye to work into their structure by building it on one of the walls.



# VA/SS/Resources:

'Darkness, Light, Darkness' by Jan Svankmajer





# Success Criteria

## How to recognise success

Did learners effectively use their 3rd slab to build their low relief plan upon (make a start) and refer to their plans (mind maps)?

## Aligned to Learning Intention

- Learners have completed a portion of the assigned brief by texturing one of their two slab walls and creating various patterns .
- They gave feedback on slideshow, including responses to types of objects, features and ideas which relate specifically to impression, carving and other such 'subtraction' methods with clay.
- Students who completed the slab texture and pattern exercise moved on to hatching in preparation of joining or texturing a 3rd wall or their base (some put windows in their walls (or trapdoors/sewers)).
- They were able to explain the process and the result verbally and with art appropriate language, as well as appreciate the technical aspects of the process along with a conceptual perspective. This included SEN students.





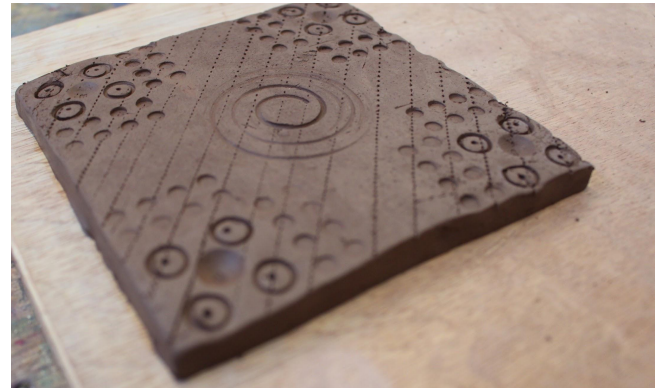
- Yet to meet expectations



- In line with expectations

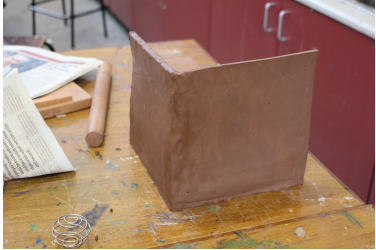


- Exceptional



- Above expectations

# LESSON 4: Crosshatch/Slip, Join/Build (Technique) & Mind-mapping



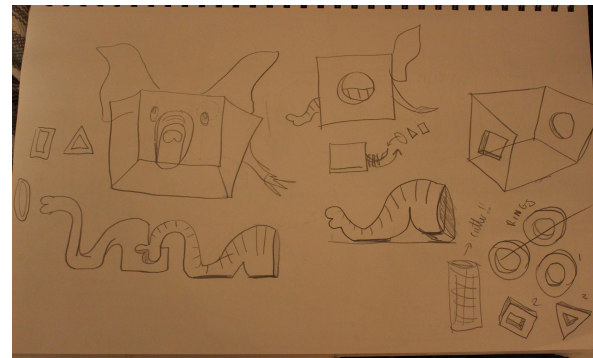
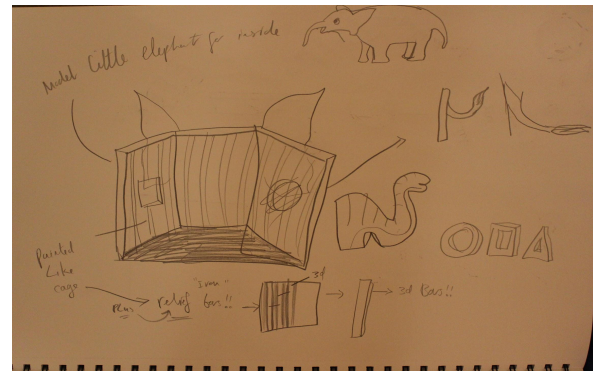
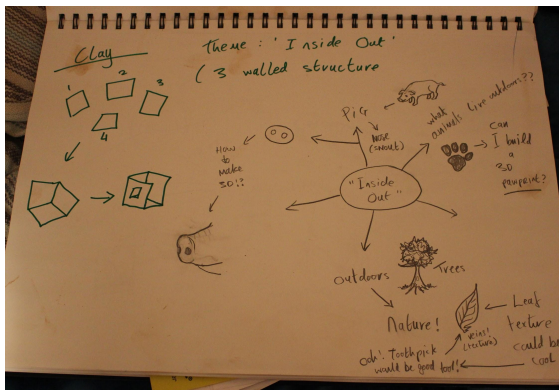
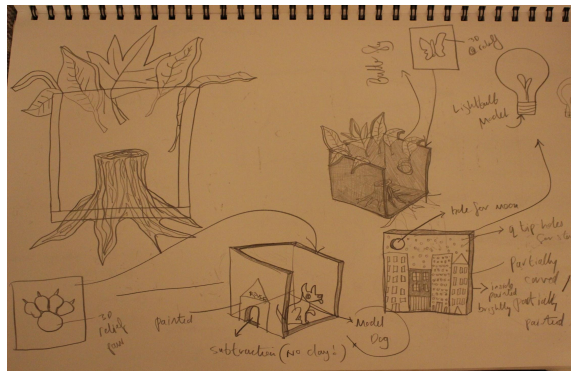
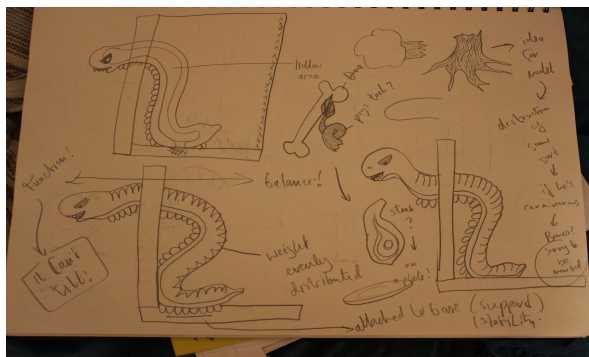
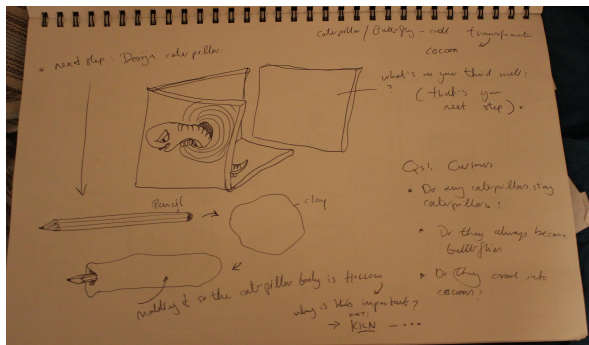
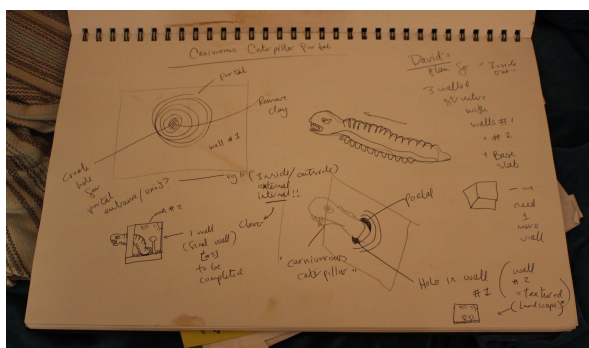
## Learning Intentions

At the end of this lesson the students should be able to:

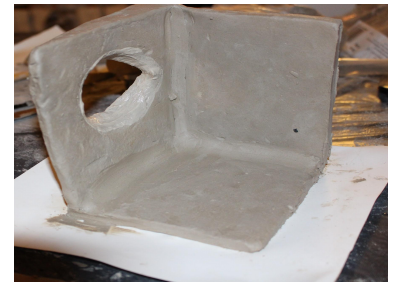
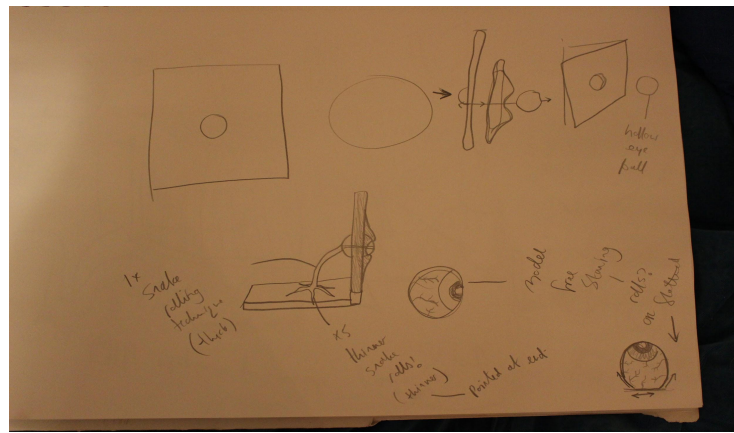
- Create a mind-map around the theme of 'Inside out' in relation to their 3 walled structure.
- Reflect on ideas for modelling and choose a butterfly wing, a caterpillar, an ear, a nose, an eye or any other idea of their liking to work into their structure by building it on one of the walls.
- Take ideas from a list of 'Internal & External key words' created during note taking and develop ideas for a model design.
- Take inspiration from specific clay art screenings and show their thoughts through annotated drawings.
- Begin building on one of the slabs while referring to their drawing plans.
- Reflect on ideas for modelling and choose a butterfly wing, a caterpillar, an ear, a nose or an eye to work into their structure by building as a relief on one of the walls.



# VA/SS/Resources:







# Success Criteria

## How to recognise success

Did learners effectively create the mapping and planning for a relief sculpture on one of their walls as well as make a start building it.

## Aligned to Learning Intention

- Learners have completed a portion of the assigned brief - relief sculpture and plans(mind map/notes).
- They gave feedback on slideshow, including responses to styles, moods, art elements present in various examples of clay works.
- Annotations were made in their visual art notebooks as they viewed support study screenings: (end of)'Darkness, Light, Darkness' and 'Trapdoor'.
- Students who completed the task were encouraged to refer to the techniques and to refine their work(i.e.; revise cross-hatching and slip to strengthen adding). Clean up and smooth subtraction with damp q tips. observed demonstration and proceeded to slab.
- Learners have a greater sense of planning with a view to applying techniques for clay work.
- They were able to explain the process and the result verbally and with art appropriate language, including SEN students.



- Yet to meet expectations



- In line with expectations



- Above expectations



- Exceptional

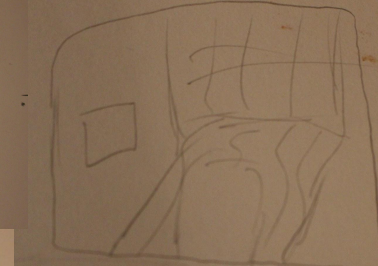
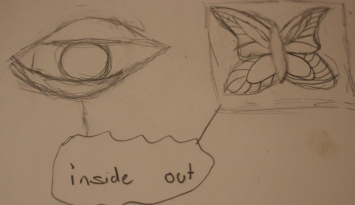


# Mind - Map

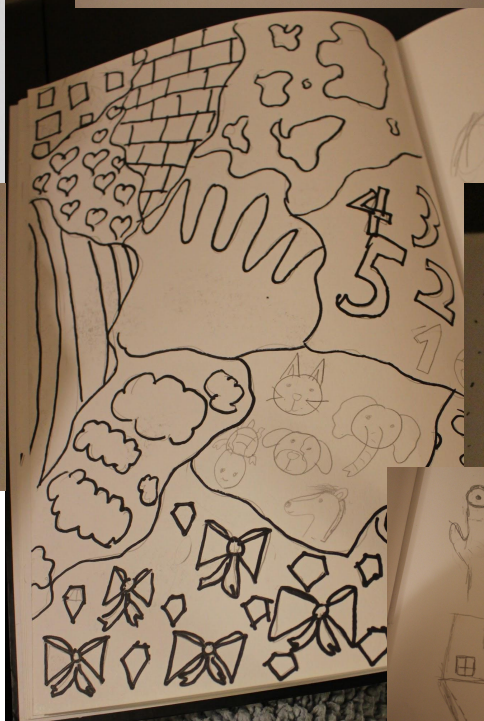
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- small detailed nose
- big paw print
- medium eyebrow

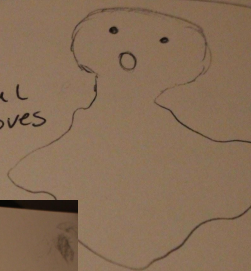


- back wall patterned
- floor patterned
- door
- window
- 4 pieces of clay walls



• Carve out a path

- Clay changes shape
- There are facial expressions
- The drops from the top look real
- When the clay sleeps, it still moves
- Credits are clay/relief



clay head?

- Stop making creepy
- pig nose with the clay nose affers

