








Year 4 Autumn / Sculpture

★ Children's prior learning in this area	★ Cultural Capital Opportunities	★ Key vocabulary and glossary
<p><u>Year 3</u></p>  <p>Giacometti - Wire sculptures</p> <p><u>Year 2</u></p>  <p>Andy Goldsworthy - Natural sculptures</p> <p><u>Year 1</u></p>  <p>Giacometti - Shape in 3-D form</p>	 <p>Clarice Cliff – Conical coffee cup and saucer</p> <p>I am a sculptor</p> <p>I can appreciate sculpture takes on many forms in our everyday life</p>	<ul style="list-style-type: none">• Form<ul style="list-style-type: none">- Cup/saucer moulded from clay, creating ceramics.- Seen from different viewpoints.• Line<ul style="list-style-type: none">- Curved lines, organic, geometric, using line to create shape.• Shape<ul style="list-style-type: none">- Creating 3D shapes from clay• Colour<ul style="list-style-type: none">- Use of colour in the painted ceramics, light dark/ tertiary colours.• Sculpture<ul style="list-style-type: none">- Thumb pots, coil pots, man made, combine, knead, pinch, squeeze, roll, Clay slip

Enquiry Question – Who is Clarice Cliff?	Enquiry Question – How does Clarice Cliff create ceramics?	Enquiry Question – Where does Clarice Cliff get her design inspiration?
Concept - Artists	Concept - Artists	Concept – Generating Ideas
<p>Biographical knowledge</p> <p>Clarice Cliff was born in 1899 in Stoke on Trent and died 1972.</p> <p>Clarice Cliff was a very famous designer of dishes and decorative household items from the early part of the 20th century.</p> <p>She went to work in a pottery factory at the age of 13. She was lucky and was hired to be a pottery decorator, which was one of the less messy and better-paying jobs in the factories. To become a decorator, she had to agree to work for seven years as an apprentice, learning how to do the different types of decorations.</p> <p>She got her inspiration from pottery and plants.</p> <p>Ceramics are pots and other items made from clay.</p> <p>Task</p> <ul style="list-style-type: none"> - Children learn about Clarice Cliff. Key facts about her life. - The children write/ present the key facts into their books. <p>Lesson 1a</p> 	<p>Technique and Style</p> <p>Children will explore the ceramics of Clarice Cliff - conical coffee cup and saucer. They will describe what they can see in her ceramics. They will look at and talk about key elements within her work –</p> <p>Colour- solid colours, bright, use of gold, tertiary colours</p> <p>Line – curved lines, outline of shapes</p> <p>Shape – cup and saucer, triangle handle, circle saucer, geometric, organic</p> <p>Form – 3D model of a cup and saucer</p> <p>Task</p> <ul style="list-style-type: none"> - Give children a variety of real ceramics to explore. They need to be able to touch and feel different types of joins, and shapes of the ceramics. They need to look closely at the designs. - Using a photo of Conical Coffee - They will use the key elements to annotate conical coffee cup and saucer in their sketch books. <p>Answering questions: Which piece of ceramic did they like the best? Why? The Least?</p> <p>What are the different designs? What are their purpose?</p> <p>Lesson 1b</p> 	<p>Explore different ceramics – design, shape, form, features, purpose.</p> <p>Ceramics can be made in many different ways/ forms/ designs/ shapes.</p> <p>Recall and retrieve previous knowledge about colour – Primary colours, secondary colours, tertiary colours – using the colour wheel.</p> <p>Painting – Demonstrate skill and control while painting.</p> <p>Children will explore how to create tertiary colours (teal, amber, magenta), using the colour wheel. They will use their own creativity to explore with tertiary colours.</p> <p>Teacher model how to use a paint brush – different strokes, different size brushes</p>  <p>Task</p> <p>Practise: Children to explore the use of tertiary colours – The children will use paint to create tertiary colours on a colour wheel.</p> <p>Teacher model how to use different size brushes to paint smaller objects, shapes.</p> <p>Apply – Giving the children an outline of a ceramic with a design similar to Claris Cliff, the children use</p>

		<p>paint and the colour wheel to add colour to the ceramic - based on Clarice Cliff's work and design/ colour in with tertiary colours.</p> <ul style="list-style-type: none">- The children will annotate their designs using colour to relate to feelings, colour choice.
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Enquiry Question – How can we create ceramics?	Enquiry Question – How can we create ceramics?	Enquiry Question – How effective are my choices of materials and technique?
Concept - Making	Concept – Making 2 Lessons (1 Making, 2 Painting)	Concept - Evaluating
<p>Lesson 3</p> <p>Ceramics have been made by molding, rolling and cutting clay effectively.</p> <p>I can create different forms by pinching, kneading, rolling, and squeezing clay. As well as making clay slits to connect different pieces together.</p> <p>Tasks</p> <ul style="list-style-type: none"> - Children will be given pieces of clay to explore different ways to mold clay and to learn how to connect pieces together. - Explore above techniques with visiting artist. - Take photos as evidence in books 	<p>Lesson 4</p> <p>Children will create a ceramic of choice based on exploration of clay and their designs.</p> <p>Children will be able to shape the clay using taught techniques to create desired effect/purpose.</p> <p>Photos</p>  <p>Lesson 5</p> <p>The children will experiment with making Tertiary colours and deciding which design and pattern will be best for their creation.</p> <p>Children will decorate their ceramics making choice of colour and design using tertiary colours and the colour wheel.</p>	<p>Lesson 6</p> <p>Children will identify the elements that they have used in their ceramics – colour, line, tone, shape</p> <p>Children will be able to talk about the reasons why they have made their specific choices and reflect on their effectiveness.</p> <p>Use their sketch books to annotate their final piece.</p> <p>Children will be able to compare their work with others and the artist, Clarice Cliff.</p>  <p>Task – In Art books, children evaluate their work, giving reasons for their choices and reflecting on effectiveness. They will compare the elements of Art in their piece compared to Cliff's work.</p>