

**Subject: Art & Design. Summer 1 Year 2.**

**Unit: Clay houses**

**NC POS**

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Expected Prior Learning (what pupils already know and can do)**

- Roll paper tubes and attach them to a base securely.
- Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.
- Shape paper strips in a variety of ways to make 3D drawings.
- Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.
- Create a tree of life sculpture that includes several different techniques for shaping paper.
- Work successfully with others, sustaining effort over a time.
- Paint with good technique, ensuring good coverage.

**End Points (what pupils MUST know and remember)**

**Intended outcome of the unit**

- Roll paper tubes and attach them to a base securely.
- Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.
- Shape paper strips in a variety of ways to make 3D drawings.
- Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.
- Create a tree of life sculpture that includes several different techniques for shaping paper.
- Work successfully with others, sustaining effort over a time.
- Paint with good technique, ensuring good coverage.

**Key Vocabulary:**

See individual lessons for vocabulary.

**Lesson 1: Exploring clay**

Exploring how clay can be shaped by hand and learning some basic skills to apply when making a simple model.

**Learning objective:**

To use my hands as a tool to shape clay.

**Success criteria:**

I can flatten clay to make a smooth surface.

I can shape clay using my hands.

I can make different marks in clay by pressing into it.

I can shape clay to make a model.

**Vocabulary:**

- cut
- flatten
- roll
- shape
- smooth

**Lesson 2: Pinch pots**

Practising using the 'score and slip' clay joining technique, the children make their own pinch pot and decorate it by joining clay shapes.

**Learning objective:**

To shape a pinch pot and join clay shapes as decoration.

**Success criteria:**

- I can use the pinching technique to shape a pot.
- I can use my fingers and thumbs to make the sides of the pot even.
- I can join clay to help decorate my pot.

**Vocabulary:**

- ceramic
- glaze
- pinch pot
- score
- slip
- thumb pot

**Lesson 3: Applying skills in clay**

Having learned about the sculpture of Rachel Whiteread, the children will experiment with working positively and negatively into a clay surface.

**Learning objective:**

To use impressing and joining techniques to decorate a clay tile.

**Success criteria:**

- I can describe my ideas about the work of artist Rachel Whiteread.
- I can roll a smooth clay tile.
- I can create a pattern by pressing into and joining pieces onto my tile.

**Vocabulary:**

- casting
- relief
- negative space
- plaster
- sculpture

**Lesson 4: Designing a tile**

Creating a drawing of a home, children plan how they will turn their drawing into a 3D clay tile by working positively and negatively in clay.

**Learning objective:**

To use drawing to plan the features of a 3D model.

**Success criteria:**

I can draw a house that will be made into a clay tile.

I can decide how to create features like a door, windows and the roof in clay.

I can label my drawing accurately.

**Vocabulary:**

- detail
- impress
- surface

**Lesson 5: House tiles**

Using their drawn designs to guide them, the children will apply what they've learned about rolling, joining and pressing into clay to create their tile houses.

**Learning objective:**

To make a 3D clay tile from a drawn design.

**Success criteria:**

- I can use my design to guide my clay work.
- I can use both pressing in and joining clay techniques on my tile.
- I can evaluate my finished tile and say how it reflects my design..

**Vocabulary:**

- score
- slip
- surface

**Future learning this content supports:**

- Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.
- Make a structure that holds its 3D shape.
- Explain in simple terms the difference between 2D and 3D art.
- Combine shapes together to make an interesting free-standing sculpture.
- Try out more than one way to create joins between shapes.
- Identify familiar 2D shapes in photographs.
- Identify shapes in the negative space between objects.
- Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.
- Plan an abstract sculpture based on play equipment.
- Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).
- Choose appropriate methods for joining elements in their sculptures.
- Show that they have thought about how to improve their sculptures and made choices about what to add.
- Work cooperatively in pairs to add detail to their artwork.
- **Note this unit will be changed once we move over to 2025/6 Scheme.**