







Sculpture: Clay

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Why do sculptors sculpt?</p> 	<p>How have castles inspired artists?</p> 	<p>How can where you live impact you as an artist?</p> 	<p>What can pottery tell us about the past?</p> 	<p>How can flowers inspire artists?</p> 	<p>How can food inspire artists?</p> 
<p>Practical Skills</p> <p><u>Clay Techniques</u></p> <p>Pupils will know what clay is and where it comes from.</p> <p>Pupils will shape clay into balls, slabs and coils.</p> <p>Pupils will imprint into clay with different objects.</p> <p><u>Colour Theory</u></p> <p>Pupils will identify and mix the three primary colours to make secondary ones.</p> <p><u>Elements of Art</u></p> <p>Pupils will begin to understand the meaning of texture.</p> <p><u>Tools</u></p> <p>Pupils will control a small paintbrush.</p>	<p>Practical Skills</p> <p><u>Clay Techniques</u></p> <p>Pupils will wedge clay to prepare it.</p> <p>Pupils will join using 'score and slip'.</p> <p>Pupils will create a relief design.</p> <p><u>Colour Theory</u></p> <p>Pupils will identify how to create grey and brown, using the three primary colours and white and black paint.</p> <p><u>Elements of Art</u></p> <p>Pupils will identify shapes in forms to support drawing a 3D object.</p> <p><u>Tools</u></p> <p>Pupils will control a paintbrush for increased precision.</p>	<p>Practical Skills <u>Clay</u></p> <p><u>Techniques</u></p> <p>Pupils will create a pinch pot.</p> <p>Pupils will mould a 3D plant sculpture.</p> <p><u>Elements of Art</u></p> <p>Pupils will identify shapes in plants and understand the definition of shape.</p> <p><u>Tools</u></p> <p>Pupils will control a paintbrush for increased precision.</p> <p><u>Other</u></p> <p>Pupils will experiment with a range of ideas whilst sketching.</p> <p>Pupils will cut identified shapes into collages.</p>	<p>Practical Skills <u>Clay</u></p> <p><u>Techniques</u></p> <p>Pupils will create a coiled pot using a pinch pot as a base.</p> <p>Pupils will experiment and design a unique lid design.</p> <p>Pupils will develop mastery of joining clay effectively to be visually pleasing.</p> <p><u>Tools</u></p> <p>Pupils will control a paintbrush for increased precision.</p>	<p>Practical Skills</p> <p><u>Clay Techniques</u></p> <p>Pupils will know what the four different types of clay are.</p> <p>Pupils will mould clay with a focus on delicacy and precision.</p> <p><u>Colour Theory</u></p> <p>Pupils will create tints, shades and tones with paint.</p> <p>Pupils will know what analogous colours are and experiment with different combinations.</p> <p><u>Elements of Art</u></p> <p>Pupils will explore the shape and form within flowers.</p>	<p>Practical Skills</p> <p><u>Clay Techniques</u></p> <p>Pupils will demonstrate proficiency with clay.</p> <p>Pupils will design a sculpture, considering the emotional response created.</p> <p>Pupils will learn to consider the viability of designs.</p> <p>Pupils will know that you can sculpt clay around something, like foil, to build larger structures.</p> <p><u>Colour Theory</u></p> <p>Pupils will increase the range of colours used for effect.</p> <p><u>Tools</u></p> <p>Pupils will learn how brush choices influence outcomes.</p>



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<p><u>Disciplinary Knowledge</u></p> <p>Pupils will identify sculptures and non-sculptures.</p> <p>Pupils will know some of the reasons people make sculptures.</p> <p>Pupils will begin to understand how art can cause an emotional response.</p> <p>Pupils will evaluate each other's work, as well as our own.</p> <p><u>Theoretical Knowledge (Culture and Context)</u></p> <p>Pupils will learn about the work of two craft makers and discuss responses to the work.</p> <p><u>Vocabulary</u></p> <p>ceramic, clay, coil, imprint, kiln, sculpt, sculptor, sculpture, texture, varnish, 3D</p>	<p><u>Disciplinary Knowledge</u></p> <p>Pupils will know that some sculptures have a practical purpose, while others are decorative.</p> <p>Pupils will evaluate artwork, focusing on dynamic responses and a reflection on the artistic process.</p> <p>Pupils will evaluate each other's work, as well as our own.</p> <p><u>Theoretical Knowledge (Culture and Context)</u></p> <p>Pupils will learn about a ceramic factory and the work it produces.</p> <p>Pupils will know that art has been created throughout history and worldwide.</p> <p><u>Vocabulary</u></p> <p>column, form, ornament, relief, score and slip shape, sketchbook, sphere/spherical, wedging, 2D, 3D</p>	<p><u>Disciplinary Knowledge</u></p> <p>Pupils will understand what can influence artists (being inspired by where they live).</p> <p>Pupils will formally respond to a piece of art.</p> <p>Pupils will evaluate each other's work, as well as our own.</p> <p><u>Theoretical Knowledge (Culture and Context)</u></p> <p>Pupils will learn about how location influenced various Mexican artists and craft makers.</p> <p>Pupils will learn about how their location influenced a diverse range of artists.</p> <p><u>Vocabulary</u></p> <p>blend, mould, pinch pot, pottery</p>	<p><u>Disciplinary Knowledge</u></p> <p>Pupils will know that art can reflect what life was like a long time ago.</p> <p>Pupils will formally respond to a piece of art and share what it teaches us about times in history.</p> <p>Pupils will evaluate each other's work, as well as our own.</p> <p><u>Theoretical Knowledge (Culture and Context)</u></p> <p>Pupils will know that art can reflect societal and/or religious beliefs.</p> <p><u>Vocabulary</u></p> <p>coiling, coil pot, hand-building</p>	<p><u>Disciplinary Knowledge</u></p> <p>Pupils will understand what can influence artists (flowers).</p> <p>Pupils will reflect on the purpose of a sculpture.</p> <p>Pupils will present and share responses to a piece of art.</p> <p>Pupils will evaluate each other's work, as well as our own.</p> <p><u>Theoretical Knowledge (Culture and Context)</u></p> <p>Pupils will learn about how flowers have influenced artists.</p> <p>Pupils will learn about how flowers across different mediums also influenced a diverse range of artists.</p> <p><u>Vocabulary</u></p> <p>earthenware clay, stoneware clay, ball clay, porcelain, malleable, kneading, glossy</p>	<p><u>Disciplinary Knowledge</u></p> <p>Pupils will understand what can influence artists (food).</p> <p>Pupils will consider why artists choose one medium over another.</p> <p>Pupils will understand that artists can develop recognisable styles.</p> <p>Pupils will consider who decides the value of art.</p> <p>Pupils will evaluate their own work.</p> <p><u>Theoretical Knowledge (Culture and Context)</u></p> <p>Pupils will know that artists have been inspired by food over thousands of years and that what artists depict can have different messages.</p> <p><u>Vocabulary</u></p> <p>ferule, bristles, complementary colours, tertiary colours, manipulate, matte</p>

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<p><u>Examples of great art and artists encountered:</u></p> <p>Pupils see a collection of art, which they will encounter again in future studies.</p> <p>Sonya Wilkins (current)</p> <p>Clouds and Pineapple (current)</p> <p>Sasha Chapliy (current)</p>	<p><u>Examples of great art and artists encountered:</u></p> <p>Staffordshire Potteries (19th century)</p> <p>Paul Gauguin, 1887</p> <p>Elizabeth Murray, 1854</p> <p>Giovanni Antonio Canal Canaletto, 1748</p> <p>Jan van Goyen, 1647</p>	<p><u>Examples of great art and artists encountered:</u></p> <p>Mexican pottery, 1850</p> <p>Church of San Francisco Acatepec, 1700</p> <p>Mexican pottery (modern craft)</p> <p>Frida Kahlo, 1937</p> <p>Jean-François Millet, 1874</p> <p>Pieter Bruegel the Elder, 1565</p> <p>Katsushika Hokusai, 1830</p> <p>Berthe Morisot, 1871</p>	<p><u>Examples of great art and artists encountered:</u></p> <p>Canopic jars from Ancient Egypt</p> <p>Maya pottery whistle, 750 CE</p> <p>Roman pottery, 200 CE</p> <p>Ancient Egyptian Soul House, 1700 BCE</p> <p>Ceramic Stove, 1684</p> <p>Platter, a follower of Bernard Palissy, 1575</p> <p>Animal Pen with Figures, c. 25–220 CE</p> <p>Ostrakon from Egypt, 600 CE</p> <p>Smiling figure from Mexico, 700 CE</p>	<p><u>Examples of great art and artists encountered:</u></p> <p>The Vincennes Manufactory (the 18th century)</p> <p>Vanessa Hodge (current)</p> <p>Frida Kahlo (Vanessa Hodge makes a piece called 'Frida')</p> <p>Lotus Flower Inlay, from Egypt, ca. 1353</p> <p>William Morris, 1864</p> <p>Claude Monet, 1906</p> <p>Vincent van Gogh, 1890</p> <p>Clara Peeters, 1612</p> <p>Nishapur Buffware, 9th century</p> <p>Tiffany and Company, 1837</p> <p>Leonce Raphael Agbodjelou, 2018</p>	<p><u>Examples of great art and artists encountered:</u></p> <p>Peter Anton (current) Kate Malone (current) Vincent van Gogh, 1887 Hannah Brown Skeeel, 1860</p> <p>Louise Moillon, 1630</p> <p>Chelsea Porcelain Manufactory, 1755</p> <p>Griffen, Smith and Hill, 1880</p> <p>Teapot, British, ca. 1755–70</p> <p>Teapot, Style of Whieldon type, ca. 1750</p> <p>Giuseppe Arcimboldo, 1590</p> <p>William Morris, 1866</p> <p>Ancient Roman mosaics, Giovanna Garzoni, c1640s</p>

Sculpture: Clay

Our curriculum follows four core techniques—drawing, painting, sculpture (with clay), and collage—to ensure the depth needed for the required proficiency.

Focusing on clay as the sculptural medium allows pupils to develop proficiency in this area. Clay delivers a sensory experience that children almost universally enjoy. It allows pupils to feel and create texture and form and can be easily manipulated but mastered with experience. It is accessible and fun.

During “Sculpture: Clay” units, pupils encounter work from ancient to modern times. The work pupils create represents nature (Year 1, 3,5), reflects social norms (Year 2, 4, and 6), and expresses emotion (Year 6). It includes considering practical as well as decorative purposes (Year 4).

The overarching questions help to demonstrate how art has reflected humanity and society over time.

They explore work in varying depths, including a church, craft pottery, ceramic sculptures, paintings, pattern design, and silversmithing. The work comes from Europe, Asia, North America, South America, and Africa. They meet painters, designers, factories, ceramicists, potters, craft makers, and sculptors.

Knowledge is revisited in each lesson, both within a unit and in past units. Each lesson provides scaffolded support or stretch for use as needed.

