

## Year 9 ART – Pottery

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| <b>Intent</b> | <p><b>Wider Learning:</b></p> <p>Students will continue to develop their appreciation for other artists work, from a range of backgrounds and range of medium.</p> <p>Students will develop their ability to manipulate clay to create a 3D clay tile, inspired by the work of Kate Malone, a ceramist.</p>  | <p><b>Prior learning:</b></p> <p>This is the students first time using the media of clay in KS3.</p> <p>Students have worked in 3D completing their sculptures in term 3 of year 8.</p> | <p><b>Key vocab:</b></p> <ol style="list-style-type: none"> <li>1. Kate Malone</li> <li>2. pottery</li> <li>3. shape</li> <li>4. form</li> <li>5. texture</li> <li>6. tone</li> <li>7. detail</li> <li>8. Fire</li> <li>9. Kiln</li> <li>10. Wedge</li> </ol> | <ol style="list-style-type: none"> <li>11. Slip</li> <li>12. Score</li> <li>13. Build</li> <li>14. Carve</li> <li>15. Construct</li> <li>16. Refine</li> <li>17. Manipulate</li> <li>18. Paint</li> <li>19. Blend</li> <li>20. Brushwork</li> </ol> |
|               | <p><b>The big questions</b></p> <ol style="list-style-type: none"> <li>1. What are Natural forms?</li> <li>2. How can we generate creative ideas from natural forms?</li> <li>3. Who is Kate Malone and what is her style of work?</li> <li>4. How can we develop ideas and refine them further?</li> <li>5. How can we safely manipulate clay to create 3D forms?</li> <li>6. How can we create a range of effects using paint?</li> <li>7. How can we apply paint to enhance texture and form?</li> <li>8. How can we evaluate our own work and the work of others?</li> </ol> |   |   |   |

| Implement | Order of learning   | Differentiation  |
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|           | <p><b>Lesson 1: Introduction to the project- What are natural forms?</b><br/> <b>LO: Scaffold:</b> Students will be able to draw the shapes of the objects they can see in front of them.<br/> <b>Secure:</b> Develop observational drawing skills<br/> <b>Stretch:</b> Comment critically on the work of others.</p> <p><b>Starter:</b> Students will be introduced to the work of Kate Malone through a PowerPoint presentation and film of her work. The class teacher will discuss her work and focus on her influence from nature. Discuss what a natural form is and how these can be used as an influence for shape, form, colour and texture within practice work.</p> <p><b>Main:</b> Students will draw a natural form. This should focus on the shape, texture and detail of the object and should be completed in sketchbook, in pen. This will be demonstrated by the class teacher and should also be linked to the designs seen in the film. Students should aim to produce an investigative drawing that focused on shape, form and texture not on replicating the entire shape.</p> <p><b>Plenary:</b> Show some good examples on board of scaffold, secure and stretch level work and discuss how they could be improved. Recap on the work of Malone and give out the homework. Use the PowerPoint to show how to collect images that focus on the finer details within natural forms.</p> <p><b>Homework:</b> Students to print out several images of natural forms. These will be needed for the generating ideas lesson.</p> <p><b>Lesson 2: How can we generate creative ideas using natural forms?</b><br/> <b>LO: Scaffold:</b> Students will use guided practical exercises in order to develop their ideas last lesson further.<br/> <b>Secure:</b> Students will use their images and sketches and develop into a final design using their own ideas.<br/> <b>Stretch:</b> Students will have clear development of designs and a detailed final design.</p> <p><b>Starter:</b> Watch the PowerPoint film showing an example of generating ideas for a final piece. Students will then start to generate their own ideas for a final piece using a pen and their sketchbook. Students will be given 4 minutes to produce 10 ideas for a final piece. These ideas should use their drawings and images from the previous lesson as inspiration. The ideas should be drawn out as quickly as possible and students should aim to complete 10 ideas. They must focus on using their images and imagination to create a design that is as unusual as possible whilst still having a clear influence from the natural forms.</p> <p><b>Main:</b> Students should choose 2 of their ideas and develop them further. On the next page they should draw out both ideas in more detail. They have 10 minutes to complete this.</p> <p><b>Plenary:</b> In their sketchbooks students will now choose their best idea and draw it out in as much detail and as high a quality as they can. They should remember that this will be a 3D tile and label each section with information needed. They will have the remainder of the lesson and the following lesson to complete these and add colour.</p> <p><b>Lesson 3-4: How can we develop our ideas further?</b><br/> <b>LO: Scaffold:</b> Students will develop their ideas and create a final design with linking to natural forms. Students will be able to write an WWW and EBI using key words on the board.<br/> <b>Secure:</b> Students will experiment more openly with unique ideas in their designs, thinking about how they can create texture with the clay.<br/> <b>Stretch:</b> Students will produce a number of well throughout out, unique designs with a clear link to natural forms. Students will effectively apply feedback to their work.</p> <p><b>Starter:</b> The class teacher will introduce the students to pottery. The students will be introduced to the material and its properties with discussion and examples of how to work with clay. They will also discuss the firing process and the main issues to consider when working with the media.</p> <p><b>Main:</b> Students will now continue to develop their ideas for their final piece based on the information they have just heard. They should develop their work in order for it to show a clear influence from natural forms but approached in a unique and well thought out manner. Students should be encouraged to try out more unusual ideas and push their work as far as they can.</p> <p><b>Plenary:</b> Students should swap work and set one target for improvement for each other. This should be written on the back of the design, dated and signed by the person who has written it. The target should then be completed in the next 10 minutes.</p> <p><b>Homework:</b> Set Contextual Homework on Kate Malone. Give students several weeks to complete this. You may wish to break the homework down and show their progress to you each week.</p> <p><b>Lesson 5-8: How can we safely and creatively create a 3D clay tile?</b><br/> <b>LO: Scaffold:</b> Student will have a clear understanding of health and safety rules. Students have started to develop an understanding of form and shape.</p> <p><b>Starter:</b> Students will be told in clear detail the health and safety rules of working with clay in the classroom. They will then watch the PowerPoint film of a clay tile being constructed. This will firstly focus on the</p> | <p><b>Scaffold:</b><br/> Natural form objects will be provided by the teacher.</p> <p>PPT images and videos to support.</p> <p>Teacher demos, showing each stage step by step</p> <p>Teacher to support with initiation of task to reduce overwhelm and create a sense of success.</p> <p>Reduced content of contextual homework</p> <p><b>Stretch:</b><br/> Students to consider angles of their drawings, get them to draw from multiple angles and from various view points.</p> <p>Students to create a wide range of creative ideas, inspired by a range of Malone's work.</p> <p>Students to model their techniques to other students.</p> <p>Students to use acrylic paint to paint on the tile.</p> <p>Extensive wider research and analysis of contextual homework.</p> |

wedging and rolling out of the clay and then move onto adding detail. The class teacher will discuss the film as it progresses in order to expand on the information on the board.

**Main:** Students will then start to wedge their clay and roll out their clay tile. They must put their full name and group on the back of the tile at this point. Students must then put their tile in the designated place in the room. The basic tile must be allowed to dry out slightly in order to harden the base and make it easier to work on. The class teacher will need to place the tiles into the students bags after approximately 1 hour although this will vary on the wetness of the clay and the time of year. Students should have put their names on their plastic bags and left these next to their tiles. Students will finish at different rates and will be able to assist each other at this point.

**Plenary:** Students will be instructed in detail about how to clean the classroom after using clay. This is an important part of working with pottery and needs a good amount of time in the first lesson in order to set the standard for future lessons. Students should only take 10 min from start to finish in the following lessons.

**Clay tiles will need to be fired once finished, by the technician.**

**Lesson 8: How can we create a range of effects using paint?**

**Scaffold:** Develop an understanding of and the ability to use a variety of paint techniques.

**Secure:** Refine use of and manipulate materials.

**Stretch:** Develop ideas using understanding of materials.

**Starter:** Teacher to show some examples of paint techniques, ranging from scaffold, secure to stretch. Students to analyse their effectiveness.

**Main:** Students will complete a variety of paint exercises in their sketchbook in order to develop a range of techniques that they might use on their pottery. Students will watch the techniques on the PowerPoint film examples and then copy each technique in turn. They will then practice or develop the techniques that they might use on their work.

**Plenary:** Peer and self-assessment, reflecting on their work.

**Lesson 9-10: How can we apply paint to enhance texture and form?**

**Starter:** Teacher to show examples of painted clay tiles, ranging from scaffold to stretch. Students to analyse. Teacher demo of painting the clay tile.

**Main:** Students will start to paint their final piece using the techniques they have developed from the previous lesson. They will continue to paint their work in the following lessons, guided by the class teacher. Once the work is finished students can paint a layer of yacht varnish over the tile in order to give it a glossy finish.

**Plenary:** Peer assessment feedback to support improvements and set targets for next lesson.

**Lesson 11: Assessment- How can we evaluate our own work, and the work of others?**

Using the Art KS3 Assessment Sheet, students complete this self-assessment on their chrome books. Teacher then adds their summative feedback and grades onto this document.

This is to be completed in exam conditions.

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| Impact | <p><b>Assessment and homework</b></p> <p><b>Teacher-formative:</b> Students class work will be marked as it progresses in line with the school policy for marking. This will consist of praise for work completed well and specific targets for improvement. They will also have individual help and target setting from teachers during the lessons.</p> <p><b>Teacher-summative:</b> Students work will be given a final mark by the class teacher at the end of the project which is graded in line with the scaffold, secure, stretch model for KS3. Marks will be input on database to be given as the final mark for the project and placed into the database and used for monitoring.</p> <p><b>Peer Assessment:</b> Students will complete peer assessment through the department standard assessment tasks. They will write personal targets for each other as their work progresses and comment on each other's work during set tasks, starter and plenary sessions.</p> <p><b>Self-assessment:</b> Students will assess their own work through standard department tasks. They will comment on their own work as it progresses and give themselves improvement targets to work to. At the end of each project, they will fill in a self-assessment form and review their performance during the project and respond to teacher feedback.</p> <p><b>Homework:</b></p> <p>Students will produce a contextual studies sheet on Kate Malone across a double page in their sketchbook. This is to be completed over several weeks.</p> | <p><b>Feedback</b></p> <p>Students receive verbal and written feedback in lessons.</p> <p>Students also receive peer feedback to help target setting for the following lessons.</p> |
|        | Where will this be revisited?  |   |

### KS3 National Curriculum

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To use a range of techniques and media, including painting
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

### GCSE

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.

AO3: Record ideas, observations, and insights relevant to intentions as work progresses.