

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

| Subject | Topic/Key Question | Year Group | Term | Time Allocation |
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| Art | Sculpting Vases | 6 | Spring 2 | 6 weeks |

| Lesson Sequence | Time Allocation | Key Question/WALT | Teaching Activities: | Resources |
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| Lesson 1 | 1 hour | WALT: To explore historical vase designs. | <p>What is a container? How many different types of containers can you think of? What is a vase? How many different purposes of a vase can you think of? Create a list on the slides. Share the definition of a vase on the slide. Then show children the pictures of different vases. What do you notice about the design? What do you think it is made from? Is it decorative or functional? Do you like it? Why? If possible, have a variety of vases for children to look at and touch. How do you think they were made? Are there any clues that tell you where and when they were made? What shape are they? Are they symmetrical?</p> <p>Main Activities:</p> <p>Provide the children with Challenge Cards B, viewfinders and plain paper or their sketchbook. They will need to have a choice of vases on their table. The children will choose a vase to sketch from three</p> | <p>Slides</p> <p>Challenge Cards A/B/C</p> <p>A selection of vases</p> <p>Viewfinders</p> <p>Plain paper or sketchbooks</p> <p>Access to the internet or non-fiction books</p> |

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| | | | different views, one should be a close up of a feature of the vase. | |
| | | | <u>Plenary & Assessment Questions:</u> | |
| | | | What do all the vases we have looked at today have in common? Are these vases similar to any vases you own? Which designs did you like the most? Why? Which designs didn't you like? Why? Can children describe what a container is? Can children identify different features of the vases' design? Can children sketch designs to build up a portfolio of ideas? | |
| Lesson 2 | 1 hour | WALT: To find out about vase designers and begin to design your own vase. | Explain that designers often get inspiration for their designs from the things around them. Show the images on the slides of different vases. What does the vase remind you of? Does it still function as a vase? How do you think it was made? What materials is it made from? How has the artist used form, colour, shape and technique? Is the design effective? How does it make you feel? Ask, which design did you like the most? What theme are you going to base your design on? How do you want your vase to make people feel? What do you want your design to make people think about? | Designer Cards Plain paper or sketchbooks |
| | | | <u>Main Activities:</u> | |
| | | | Provide the children with Designer Cards and plain paper or their sketchbook. They will look closely at the vase designs and sketch elements they would like to include in their own design. The children should then | |

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| | | | <p>create their own vase design, sketching it from at least three different views.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Gallery Plenary. Can you work out what the inspiration or theme behind the design is? Is it effective? After looking at other designs, is there anything you would change about yours? Will some features of your design need to be done during the decoration phase? What do you think the main challenges are going to be when you sculpt your vase? Can children describe and assess vases made by designers? Can children gather ideas for use in their own work? Can children incorporate design ideas or themes into their own designs?</p> | |
| Lesson 3 | 1 hour | <p>WALT: To develop control of tools and techniques.</p> | <p>Tell children that in this lesson they will be making and modifying their own vase design. Explain that they will be using playdough or plasticine in this lesson and they will use clay in the next lesson. This is their chance to ensure they are happy with their design and make any modifications they need to. Go through the slides looking at different ways clay can be used to create and decorate a vase. Which of these techniques do you like best? Can you think of any other ways you could use clay to create interesting artistic effects? Ask children to think, pair, share their ideas. Tell children that they will be practising these techniques using playdough or plasticine. This enables children to practise lots of different techniques without the</p> | <p>Slides Technique Cards</p> <p>Playdough or plasticine</p> <p>Clay tools (rolling pins, knives, cocktail sticks)</p> |

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| | | | <p>material drying out. Explain that when they have practised some different techniques they will have a go at making their vase design.</p> <p><u>Main Activities:</u></p> <p>Provide children with the Technique Cards and playdough or plasticine. Ask them to practise some of the techniques looked at on the slides. Allow the children to reflect on their designs; do they want to include any of these techniques in their design? Give them time to create their design.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>What was it like working with the playdough or plasticine? How easy was it to work with the tools and techniques? Do you need to change or adapt your design? Remind the children that the clay will dry out much quicker than the plasticine. How might this affect their designs? Can children use appropriate techniques in their work? Do children know how to develop their control of tools and techniques? Can children work with control and accuracy?</p> | |
| Lesson 4 | 1 hour | WALT: To be able to make a clay vase. | <p>Ask children to get out the designs they have been working on in the previous lessons and give them a few minutes to read back through them to remind themselves of what they will need to do. Go through the questions on the slides to make sure children know exactly how they will approach making their vases: What did you learn from your practice run of making your vase in the last lesson? What will you do</p> | <p>Slides</p> <p>Checklist Cards</p> <p>Vase designs</p> <p>Clay</p> <p>Clay boards</p> |

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| | | | <p>if you come across any problems? How will you make sure that your vase looks like your design? How will you make sure that the clay doesn't dry out or crack? Show children some videos of artists creating some different containers e.g: https://www.youtube.com/watch?v=MISeEBGHCFY What do you think of the technique? Have you ever tried it before? What do you think will be the hardest part of working with clay?</p> <p><u>Main Activities:</u></p> <p>Children to create their clay vases according to their plans. As the children are creating their vases ask them to refer to the Checklist Cards.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>When children have finished their clay vases ask them to look closely to ensure there isn't any way they can make their vase better. Are there any edges that could be smoother? Are there any lumps that could be removed? Is it stable? Do they think it is going to be able to hold water when it is dry? Can children follow a design to create a vase? Can children use tools and techniques appropriately? Can children identify ways they could improve their work?</p> | Tools (rolling pins, knives, cocktail sticks, etc) |
| Lesson 5 | 1 hour | WALT: To decorate vases. | Show children the images of vases on the slides. How have these vases been decorated? What techniques have been used? What materials have been used? In pairs ask the children to share how they are going to decorate their vase. Will they stick to their plan or | Slides Design Cards Vase designs |

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| | | | <p>does their original design need to be adapted? Remind them their decorations should fit the theme their vase represents. After the paired discussions give the children a few minutes to sketch their planned decorations.</p> <p><u>Main Activities:</u></p> <p>Provide the children with the Design Cards. They will decorate their clay vases according to their plans, using the Design Cards for inspiration.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Gallery Plenary Ask the children to walk around and look at the decorated vases. Pick a few children to say two stars and a wish about the vase they are standing closest to. Ask the children to return to their vase and discuss with the other children on their table what they think worked well and what could be improved about their own work. Were there any vase designs or decorations they saw that they would like to incorporate in their own vase design next time? Can children evaluate and adjust their designs? Can children make appropriate choices when decorating their vases? Do children understand how to create different effects using materials?</p> | <p>Clay vases</p> <p>Plain paper or sketchbooks</p> <p>Resources for decorating vases: Paints, varnish, fabric, string, wool, sequins.</p> |
| Lesson 6 | 1 hour | WALT: To be able to evaluate a finished product. | <p>Ask children to think of a name for their vase that describes the feeling or character of the vase they have created. Children to write these down on a piece of card or a sticky note and place it next to their vase on their desk. Tell children that the classroom is now</p> | <p>Slides</p> <p>Finished vases</p> <p>Small cards or sticky notes</p> |

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| | | | <p>an art gallery. Give children some time to walk around the art gallery, looking at all the other works of art. What do you like about them? Do you think the name matches the ‘feel’ of the piece? When children have had some time to look around, invite children to state which vases they liked best and why.</p> | <p>Worksheet 6A/6B/6C</p> |
| | | | <p>Main Activities:</p> | |
| | | | <p>Either stick a photo of each child’s finished vase on Worksheet 6B or ask them to sketch their finished vase on the worksheet. The children will answer the questions to evaluate their vase.</p> | |
| | | | <p>Plenary & Assessment Questions:</p> <p>What have you enjoyed most about this unit? What have you enjoyed least? Why? How many times do you think you changed your design? Invite children to share their thoughts with the class. Can children evaluate their own work fairly? Can children evaluate the work of others? Can children suggest ways in which they could improve their vases if they were to make them again?</p> | |