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**Knowledge Rich Curriculum Plan**

Year 9: Natural forms – Clay

Term 2:2



| **Lesson/Learning Sequence** **Formal Elements**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know how…* | **Assessment**  |
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| **Lesson 1: The work of Peter Randall.**  | * How to read and discuss the work of Peter Randall’s and how his work is inspired by natural form.
* How to produce a series of small studies of natural forms in the style of Peter Randalls.
 | Structure: a building or other object constructed from several parts.Sculpture: make or represent (a form) by carving, casting, or other shaping techniques. | * How to form their own opinion of the artists work.
* Talk about artists work using subject
* vocabulary with their peers.
* How to apply paint onto fabric.
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| **Lesson 2: Clay Design ideas.** | * How to use the textures and shapes of natural forms to inform ideas for design a clay piece.
* The possibilities and restrictions when using clay.
* To plan each step of the making to ensure a successful ceramic piece.
* How to select the most successful designs by reviewing your work.
 | Restrictions: the limitation or control of someone or something, or the state of being restricted. | * To produce sketches ideas and label their thinking process.
* To handle clay and what its texture feels like.
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| **Lesson 3: Pinch ppt** | * The process of creating a pinch pot.
* The process and importance of scoring and slipping the clay to add additional shapes.
 |  | * To manipulate clay
* To identify if they clay have been overworked and becomes dry.
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| **Lesson 4: Scoring into the pot** | * How to score and carve into the pinch pot to create grooves and lines inspired by nature and the work of Peter Randall.
 | * Score : a method of joining two pieces of clay together. First, score the clay; this means that you make scratches in the surfaces that will be sticking together. Then you slip it; that is you wet the surface with some slip, using it like glue. Next, you press the two pieces together.
 | * + To score and slip
	+ Carve and make marks into clay
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| **Lesson 5: Attaching shapes**  | * How to attach shapes to securely and smoothly to interpret textures and shapes of natural forms.
* Add texture and mar making into the clay using the clay tools correctly.
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 | Interpret: explain the meaning of (information or actions). | * To make shapes out of clay
* How to apply texture using mark making
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| **Lesson 6: Glaze and reflect**  | * The application of glaze and the kiln process to produce a shiny surface.
* Reflect on work and what they have learned through the term.
* Whole class feedback will be given to identify strengths and weaknesses.
* To reflect on their work and evaluate each element.
* Students will carry out their SSS challenge according to their staff feedback and reflection.
 | Glaze : a mixture of powdered materials that often includes a premelted glass made into a slip and applied to a ceramic body by spraying or dipping and capable of fusing to glassy coating when dried and firedEvaluation is an opportunity to: discuss your development and final work. Help others understand what you were trying to achieve. Explain your successes and weaknesses. | * To reflect on their work and their strengths and weaknesses.
* Identify what they want to improve and how to improve.
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