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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. |  |
| **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. |  |
| **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. |  |
| **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 |  |
| **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. | Interpret: explain the meaning of (information or actions). | * To make shapes out of clay * How to apply texture using mark making |  |
| **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 fired  Evaluation 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. |  |