

Unit plan: Clay sculpture – relationships

Curriculum Level:				2		Topic/theme Relationships		Duration 4 weeks		Class Year 3/4		Strand	Assessed		
PK – Developing Practical Knowledge in the Visual Arts Students will identify and explore elements and principles of the visual arts, using a variety of techniques, tools, materials, processes, and procedures.						Specific learning outcomes Students will be able to: <ul style="list-style-type: none">identify and use a variety of tools in the making of their own clay model;develop ideas for their sculpture in response to discussion, observation, and experimentation with clay;share ideas about the methods used to portray relationships and emotions in their own and other’s work;recognise the art works of Iosefa Leo by their distinguishing features								PK	*
DI – Developing Ideas in the Visual Arts Students will develop visual ideas in response to a variety of motivations, using imagination, observation, and invention with materials.														DI	
CI – Communicating and Interpreting the Visual Arts Students will describe ways in which objects and images can communicate stories and ideas.														CI	*
UC – Understanding the Visual Arts in Context Students will experience, and identify, objects and images in everyday life, and recognise that they serve a variety of purposes.														UC	
Teaching and Learning focus Elements covered Line Point Tone Texture Colour Form Shape Space Principles covered Balance Harmony Contrast Rhythm Tension Pattern				Process Drawing Painting Printmaking Construction Collage Modelling Papier Mache Mixed Media Fabric and Fibre Design and Graphics Time-based (such as video, photography, computer-generated images)				Media and materials Pencil Pastel Crayon Dye Paint Fabric Cardboard Paper Natural materials Recycled materials Printing inks/gear Clay and clay gear							
Relationships:		Individual		Group											
Contexts:		NZ		Māori		Pacific		European		Other cultures					
Resources and equipment <ul style="list-style-type: none">Ministry of Education (2001) <i>Sculpture: Exploring the Visual Arts in Years 1–6</i> booklet and posters.Earthenware clay.Clay tools, such as toothbrushes; clay knives; texture- and pattern-making objects; water dishes; cloths or sponges.Grey paper to work on with clay.Examples of clay models.Pictures of adults with children/pets						Cross-curricula links <ul style="list-style-type: none">EnglishMathematicsScienceTechnologySocial StudiesHealth and PEThe Arts: Dance, Drama, Music				Essential skills <ul style="list-style-type: none">CommunicationNumeracyInformationProblem solvingSelf management and competitiveSocial and co-operativePhysicalWork and study					
Teaching and learning sequence <p>Description: Make a model that shows an adult and child/pet together. Include appropriate props, and try to show the relationship between the figures by the way they are placed and modelled in relation to each other.</p> <p>Motivation (UC and CI strands): Look at example/s of sculpture/s, and discuss what makes three-dimensional artworks different from two-dimensional artworks. Students then talk about similar objects found in their homes, and the purposes of these objects. Next, look at and discuss the MOE <i>Sculpture</i> posters showing Iosefa Leo's work. To facilitate the discussion, use the examples of questions from the <i>Sculpture</i> booklet (pages 9–10) and information about the artist (pages 6–8).</p> <p>Generating ideas (PK and DI strands): Using the <i>Sculpture</i> booklet (pages 11–12), ask students about the ways families and friends might group or sit together. then use magazine pictures and life models to make observations of different family groupings. Next, explore the properties of clay by making several two-minute models of adults and children/pets grouped together. Focus on form, balance, and the way the relationship between the figures is portrayed. Finally, explore ways different clay tools can be used to add detail.</p> <p>Making the sculpture (PK strand): Make the sculpture using the process outlined in the MOE <i>Sculpture</i> booklet, page 12. Remember to keep joins strong and to check for cracking and overworking of clay. Then allow 2–3 weeks for models to dry, and arrange for the work to be fired. (Sometimes a local pottery club, or Intermediate or Secondary school will do this for a small fee.) After firing, either leave the sculpture in its natural state, paint it, or glaze/oxide it and then re-fire it.</p> <p>Reflection (CI strand): Ask the students to display and talk about their work (see <i>Sculpture</i> booklet, page 13), and to complete the <u>self-evaluation form</u>.</p> <p>Extension (UC strand): Have the class make group charts showing everyday things made from clay, using pictures from magazines and newspapers. (This relates to “objects and images in everyday life” in the UC Achievement Objective.)</p>															
Assessment		Method: Self Peer Teacher				Evidence: Teacher’s observations and student’s self-evaluation form.									