Y1 – Sculpture with clay – Why do sculptors sculpt? Lesson 1

Lesson	1 of 5

National Curriculum links

NC KS1:
Children will:
- use a range of materials creatively to design and make products

Key lesson question	What is sculpture and what is clay?

Learning objective

I can explore and handle clay safely.

Resources

- lesson presentation (PPT)
- stop and jot worksheet
- clay and clay mats
- additional challenge (included in PPT)

Teaching input

- **Art skills** – Review the 'core' and 'supporting' skills the children will use in this lesson, highlighted on the slide.
- **Why do sculptors sculpt?** – The slide shows the lesson questions the children will answer in this unit. The current lesson's question is highlighted on the slide.
- **Key vocabulary for this lesson** – Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- **What is art?** – Read through the information on this slide. Explain what art means and how sculpture factors into this. Ask children if they have seen any art in their home or on a visit anywhere. Go through the keyword and its definition in the 'New word alert!' box.
- **Experimenting** – Introduce Clayton. Read what Clayton says about art skills, specifically 'Experimenting'. Use this slide to teach the children what the skill means. They will be used multiple times throughout the unit, and the children need to know what they mean. Each lesson will focus on different art skills. Go through the keyword and its definition in the 'New word alert!' box.
- **Sculpture** – Read through the information on this slide. Discuss photos on the slide and ask if children have seen any sculptures before.
- **Stop and jot** – Children are to cut out the photos and labels on their stop and jot worksheet and stick 'sculptures' and 'not sculptures' labels into their art workbook to sort the pictures underneath the labels. They are to decide which pictures are sculptures and which are not with their learning partners, in groups or as a class, and place them in the corresponding column underneath the labels. Ensure the children do not stick the pictures into their art workbook before checking the answers on the following slide. The children can stick the pictures under the correct labels in their art workbooks when the answers are revealed.
- **Safety** – Go through information on the slide carefully. Make it clear to children that practical art lessons can be fun but only if following the safety rules.
- **Let's discuss** – Hand out a small piece of clay to each child. Explain that the children are going to explore the clay. Children will discuss the questions on the slide with their learning partners, in groups or as a class. Sentence starters are displayed on the slide to help them. Take feedback from the class.
- **Exploring clay** – Children will follow Clayton's instructions over the following three slides to make their clay into a ball shape using their hands, a hamburger shape (known as a 'slab') and worm shapes (known as 'coils').
- **Activity** – Children are to use their piece of clay to sculpt the first letter of their name. Examples are displayed on the slide to help them. If you wanted to develop an exploration of mark-making, you could provide a range of tools to create patterns and prints into the letters.
- **Let's share** – Read through the information on the slide. The children are to share their experience of clay with their table groups. Sentence starters and questions are displayed on the slide to help them. Remind them to be good listeners.
- **Challenge** – Children are to answer the question 'Which of these is 3D? A painting or a clay pot. How do you know?' Use the following slide to share the answer and discuss.
- **Next time** – Explain to the children that they will explore sculptors' work and experiment with clay in the next lesson.

Main activity

Children will work in pairs or small groups to explore and experiment with clay. They will practise shaping clay into balls, slabs and coils using their hands and simple tools. Encourage them to take their time, feel the texture of the clay, and try different ways to roll and flatten it. After this exploration, children will use the skills they have practised to create a clay letter shape (the initial of their name).

Challenge

Using their knowledge, children are to answer the question 'Which of these is 3D? A painting or a clay pot. How do you know?' and explain their reasoning.

Cumulative quiz questions

1. Which of these is NOT a sculpture?




2. Match the clay shapes to their name.

slab coil ball





Self-assessment

- I can try different ways to use clay by making shapes, marks and textures.

Key vocabulary

3D – an object you can touch
coil – a worm or sausage shape rolled out of clay
slab – wet clay that has been flattened into an even thickness
flatten – to make something flat or smooth by pressing or pushing it down