Y4 – Sculpture with clay – What can pottery tell us about the past? Lesson 1

Lesson	1 of 5

Learning objective

I can explore different examples of pottery and reflect on what they tell us about people's lives, beliefs, and culture.

National Curriculum links

NC KS2:
Children will:

- create sketch books to record their observations and use them to review and revisit ideas
- learn about great artists, architects and designers in history
- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design

Key lesson question

How has pottery taught us about life in the past?

Resources

- lesson presentation (PPT)
- activity worksheet

Teaching input

- **Art core and supporting skills** – Review the 'core skills' and 'supporting skills' the children will use in this lesson, highlighted on the slide.
- **What can pottery tell us about the past?** – 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 the information on the 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.
- **Word detective** – Read the information on the slide.
- **Appreciating and reflecting** – Introduce Aman. Choose a child to read what Aman says about the core skill, 'Appreciating and reflecting'. 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.
- **Word detective** – Read the information on the slide.
- **Pottery from the past** – Read the information on the slide. Discuss importance of pottery for learning about how people lived in the past.
- **Ancient Egyptian pottery** – Introduce Amara. Choose a child to read what Amara says about ancient Egyptian pottery. Go through the keyword and its definition in the 'New word alert!' box.
- **Let's discuss** – Draw children's attention to images on the slide. The children are to discuss the questions on the slide with their learning partners, in groups or as a class. There are sentence starters on the slide to help them. Take feedback from the class before the answers are revealed on the following slide. Go through the keyword and its definition in the 'New word alert!' box.
- **The four Sons of Horus** – Read the information on the slide. Children can practise saying the names if they struggle.
- **Importance** – Read the information on the slide. Explain how amazing it is to be able to look at objects from thousands of years ago and how archaeologists and art historians use their finds to learn more about life in the past.
- **Activity** – The children are to look at the pictures of pottery from different times and places (in the lesson pack) with their table groups and read the clues about each one on their activity worksheets. They should then sketch each pottery and complete the sentences on their worksheets.
- **Let's share** – The children are to discuss the questions on the slide with their table groups. The slide includes sentence starters and discussion questions. Remind them to be good listeners. Take feedback from the class.
- **Challenge** – The children are to discuss the question on the slide with their learning partners, in groups or as a class. There is a sentence starter on the slide to help them. Take feedback from the class before the answers are revealed on the following slide.
- **Next time** – Explain to the children that they will experiment with clay in the next lesson.

Main activity

Children will work in pairs or small groups to study pottery from different times and places. Using clues about what it is, when it was made and where it came from, they will discuss what it can tell us about the people who made it. They will record their ideas and sketch the pottery in their sketchbooks, thinking like archaeologists to discover clues about the past.

Challenge

Using their knowledge, children are to answer the question 'Which do you think gives historians more clues: the shape of a pot or the decoration on it?' and explain their reasoning.

Cumulative quiz questions

1. True or false? Pottery only tells us what people used for cooking and storage, not what they believed or valued.
2. What were canopic jars used for?
   a) to hold food
   b) to hold body parts
   c) to store water
   d) to keep jewellery safe
3. Match the Son of Horus to the organ they protected.

Self-assessment

- I can describe what ancient Egyptian pottery tells us about life in the past.

Key vocabulary

balance – when something stands evenly and doesn't fall over
form – the 3D shape of something you can see and touch
shape – changing something by pressing or moving it
proportion – the correct size of parts compared to each other
symbolism – when an object or image stands for an idea or meaning