

Clay House Project - Brilliant Bury

What did the children learn?

- All children walked around the village, leaning about how the buildings are different. We talked about the age of the buildings; in which roads the buildings were newer and why, what styles of architecture we could see. (aspects of **local history study**)
- Children had to give reasons as to why they would like to choose a particular house to make, including thinking about their own skills with clay (**articulate and justify opinions and KS2**)
- Photographs were taken of each child's house and then once back in school they had to do an observational sketch of the house – expanding on specific detailed areas. The purpose of this was to improve observation and sketching skills as well as to prepare them for making their templates, plans and eventually, the final clay piece. (**record observations and use them to review and revisit ideas**) (**improve mastery of drawing, painting and sculpture with a range of materials**) (**to use drawing and painting and sculpture to develop and share ideas and experience**) (**To develop a range of art techniques line, colour, texture, pattern, shape, form and space**)
- They created watercolour versions of the houses to improve watercolour skills and also colour matched from the photos so that they were once again, more aware of every feature of the house and so they could colour match glazes later on. (**record observations and use them to review and revisit ideas**) (**improve mastery of drawing, painting and sculpture with a range of materials**) (**to use drawing and painting and sculpture to develop and share ideas and experience**) (**To develop a range of art techniques line, colour, texture, pattern, shape, form and space**)

- KS1 looked at 3d shapes which matched their houses and make clay blocks which matched. (identify and describe properties of 3d shapes including number of faces, edges and vertices)
- KS2 children looked at bird's eye views on Google, having to locate their house by following the maps on line. (use computer mapping to locate features)
- KS2 used the google maps photos to create a plan view of their house. We looked at perimeter to make sure that the walls were all the correct lengths. (measure and calculate perimeter of composite rectilinear shapes)
- KS2 drew wall elevations which matched the same scale as their plan drawings.
- Both KS learned about joining techniques and creating pattern and texture with clay.
- Once fired, all children learned about how glaze behaves differently to watercolour and why watercolour wouldn't be appropriate to use on clay. . (record observations and use them to review and revisit ideas) (improve mastery of drawing, painting and sculpture with a range of materials) (to use drawing and painting and sculpture to develop and share ideas and experience) (To develop a range of art techniques line, colour, texture, pattern, shape, form and space)

The children didn't just learn art, maths and geography through this project, they also had to use:

- * communication skills to work together when helping each other
- * how to listen and follow instructions – clay can be an 'only chance' material, meaning that they children HAD to listen carefully otherwise there would be no other chance to redo it
- * Their fine motor skills were enhanced by practising cutting, moulding and rolling
- * patience – you cannot rush clay work and if rushed it tends to break and when help was needed they had to take turns in having it
- * self-esteem/confidence building – producing such beautiful work and hearing positive comments about it really boosted the confidence of some of our children

Those children who showed people around the exhibition also were able to improve their speaking and listening skills and confidence and maturity. This was commented on by several of our visitors (**speaking audibly and fluently with an increasing command of standard English. listen and respond appropriately to adults, and KS2**).

