

Our School Values	
Love	We show love by learning about and exploring different materials and artists and talking about what we like about art.
Unity	We show unity by working together and sharing ideas.
Courage	We show courage by having a go at using or doing something new in our art & design.
Inspiration	We show inspiration by expressing ourselves through our art & design.



## Year 2 Art Sculpture


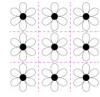




To use drawing painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Knowledge I already know	
<b>Form:</b> I know that 3D forms look different from different angles. I know that objects are <b>3-dimensional (3D)</b> - they have <b>form</b> . I know that 2D shapes can be used to create a 3D form by folding, scrunching and twisting.	
Knowledge I will learn	
<b>Form:</b> I know that clay can be moulded to create new forms. I know some common clay-working tools. I know clay is joined by: <ul style="list-style-type: none"> <li>- scoring a criss-cross pattern on both surfaces</li> <li>- applying slip (liquid clay) to both sides</li> <li>- firmly pressing both surfaces together</li> <li>- smoothing over the join with a wet finger or sponge.</li> </ul> <b>Line:</b> I know the thing that is repeated in a pattern (e.g. line, image, colour, shape) is called a motif. I know that in a <b>regular pattern</b> the motif repeats in a predictable way.	
Artist in focus—Sandra Victorino	
	<p>She is a Native American Indian potter (a type of sculptor)</p> <p>She was inspired by her aunt, who was also a potter.</p> <p>She creates thin-walled Acoma pottery, including vases, tear-drop jars and seed pots. These have rounded, smooth forms.</p> <p>She decorates her work with regular, repeating patterns. These are intricate (very detailed).</p>



LI: I can express my thoughts about an artist's work	LI: I can create a regular pattern with a repeating motif.	LI: I can create new forms with clay by moulding and rolling.	LI: I can make a pot using clay and decorate this with a regular painted pattern.	LI: I can evaluate my work, exploring similarities and differences.
Explore a range of pots and vessels from the resources cupboard (RE and history resources). How are they made? Compare to some images of Sandra	Create a range of specific patterns and marks in sketchbook—zentangles.	Create a range of specific shapes and forms using appropriate tools.	Final Outcome: Create the basic form of your pot	Final Outcome: Create your favourite pattern from your exploration to decorate the surface of your pot.
<i>Challenge:</i> How do those differences make you feel? Which do you prefer?	<i>Challenge:</i> Which do you like the most? Why?	<i>Challenge:</i> What different shapes can I create? Do I prefer shapes like Sandra Victorino's (or the pots we explored in lesson 1)?	<i>Challenge:</i> Can you finish the surface of your pot using a sponge/finger and water?	<i>Challenge:</i> Refinement in application of patterns/techniques.
				Evaluation (verbal or written) How did your explorations help you make your pot? How is your work similar/different to Victorino's?
				<i>Challenge:</i> What would you do differently next time, knowing what you do now?

Key Vocabulary	
Word	Definition
mould	Making a soft modelling material (e.g. clay or plasticine) into a specific 3D form by pushing, pulling or pinching. 
motif	The colour, line or image in a pattern which is repeated. 
regular pattern	Patterns where the motif is repeated in a way that is predictable. Sometimes, this is by making it exactly the same each time. Sometimes, it changes in a way that is regularly repeated. 
score	Make deep criss cross marks in the clay.  <small>Use the pin tool to scratch cross hatched lines into the clay where you want to join another piece of clay.</small>
slip	Liquid clay made by mixing clay and water. Applied to the scored section to stick the clay together. 