

Art & Design: Creating nature inspired pottery

This unit of work has been designed with Year 5 in mind but could easily be adapted for any Key Stage 2 year group.

Introduction to the scheme of work

In this unit of work children will use nature and pots from the John Ruskin exhibition as a stimulus for their own artwork.

It is suggested that this scheme is linked to a visit to the gallery at Two Temple Place, London between 26 January and 22 April 2019, or the Millennium Gallery in Sheffield between 29 May and 15 September. There will be free storytelling workshops available at Two Temple Place throughout the exhibition period, which will directly complement this scheme of work.

See www.twotempleplace.org/learning/plan-your-school-visit/ for further details. If no visit is possible the plans and resources will work well as a stand-alone unit.

Lesson Variations

The lesson plans for this unit are detailed.

Suggestions have been made about how to differentiate activities for children with Special Educational Needs (SEN), children with English as an Additional Language (EAL), and children who are Gifted and Talented (G&T).

Each lesson also has a resource list which makes it clear which resources have been included in this pack and those which need to be sourced at school.

Art (pottery) – John Ruskin – Lesson 1

LO: To develop ideas by investigating and collecting visual information

Planned by Matilda Munro for Two Temple Place, 2018

Main Teaching	Activities - Differentiation	Plenary
<p>CCL – History</p> <p>Class teacher to give a bit of background to John Ruskin. This can be tailored to the age group in question. Key biographical information includes:</p> <ul style="list-style-type: none"> - He was born in 1819 and died in 1900 - He was a leading Victorian art critic, as well as being a patron of the arts - He wrote on a huge range of subjects from architecture, to myths and legends, to education and botany - He is regarded as one of the earliest environmentalists <p>Teacher to show pictures and pots from the John Ruskin exhibition. Explain to the children that Ruskin believed you could learn almost all there was to learn about the world by spending time in nature, observing it, being in it, playing in it, drawing and writing poetry.</p> <p>Q How do you think nature has inspired these images or objects? Q Look closely – what details do you notice? Q What colours do they use? Q Do you like the artwork? Why? Why not?</p> <p>Children carry out Activity 1.</p> <p>Have a class discussion about their thoughts following Activity 1. Children could present their ideas to the rest of the class or to their groups.</p>	<p>Activity (Collaborative groups)</p> <p>Activity Each group to have a selection of images of John Ruskin exhibition artworks including paintings and objects. Children to discuss in groups using the key questions to help them, and to make notes in their sketchbook of things they like/don't like about them and why.</p> <p>EAL / SEN: Collaborative group discussion and work using visual aids.</p> <hr/> <p>Assessment I understand the role of nature as an inspiration for works of art.</p> <p>I can explain why I like or don't like artworks.</p>	<p>Children to present their thoughts about different artworks.</p> <p>Speaking Frame <i>We think this painting/object is inspired by nature because...</i> <i>I like how the artist has...because...</i> <i>I am not so keen on how the artist has...because...</i></p> <hr/> <p>RESOURCES (Items in bold are included in this pack).</p> <p>Questions and speaking frames Images of artworks and pots from the exhibition Sketchbooks Pencils</p>

Art (pottery) – John Ruskin – Lesson 2

LO: To be able to design my pot inspired by nature

Planned by Matilda Munro for Two Temple Place, 2018

Main Teaching	Activities - Differentiation	Plenary
<p>BEFORE THIS LESSON, CHILDREN NEED TO HAVE BEEN TAKEN TO A NATURAL SPACE E.G. WILDLIFE AREA, WOODLAND OR PARK, TO COLLECT IDEAS AS INSPIRATION.</p> <p>Q What examples of nature-inspired art have you seen and liked?</p> <p>Explain that today the children will be designing their own pots, particularly inspired by nature, as well as the artworks they looked at in Lesson 1.</p> <p>Show children lots of images of pots from the exhibition (see images from Lesson 1).</p> <p>Give children time to discuss ideas with a partner before having a class discussion, making notes on the board about their ideas as they are shared.</p> <p>Model designing a pot, thinking about its shape, the design for decoration and using nature for inspiration. You could use one of the pots from the John Ruskin exhibition as a starting point.</p> <p>Then model choosing colour choices – this could be used as an opportunity to reinforce understanding of complementary and harmonious colours, as well as discussing colours in terms of being warm and cold.</p>	<p>Activity Children to sketch ideas for pots in their sketchbook. They should think about the shape of the pot, the design for its decoration and the colours they will use.</p> <p>SEN/EAL: Paired discussion with visual aids.</p> <p>Assessment I can use nature as an inspiration for my own artwork.</p>	<p>Children to share their designs and thoughts either in small groups or with the class.</p> <p>Speaking frame <i>I have chosen for my pot to look like this because...</i></p> <p>RESOURCES (Items in bold are included in this pack).</p> <p>Images from Lesson 1 Sketchbooks Pencils List of resources available for artwork production.</p>

Art (pottery) – John Ruskin – Lesson 3

LO: To be able to use clay effectively to create my pot

Planned by Matilda Munro for Two Temple Place, 2018

Main Teaching	Activities - Differentiation	Plenary
<p>This lesson will involve the children making their pots. Adequate time will need to be left between this and the next lesson for the pots to dry before painting.</p> <p>The process will be making a coil pot, and shaping it to match the shape they designed.</p> <p>Model making a coil pot to the children. There are many videos of this process available freely on the internet which may be a more effective way of ensuring everyone has seen how to do it. It is also a good idea to have plenty of cling film available so you can wrap the coils in film as the children make them to keep them moist. Then when they have enough to make the pot they can start construction.</p> <p>Note: It may take more than one session, or an extended session for children to complete their artworks. It is important that they have time to appreciate the craftsmanship involved, and are not rushed. The crafting could occur outside, in nature, if space/weather permits.</p>	<p>Activity Children to make their coil pots which can then be left to dry.</p> <p>EAL / SEN: Visual aids.</p> <p>CT put visuals out for class to look at on tables.</p> <p>Assessment I can construct a pot using coils.</p>	<p>Children to show their pots and discuss them with the class.</p> <p>Speaking frame <i>We like how you have used...</i></p> <hr/> <p>RESOURCES (Items in bold are included in this pack).</p> <p>Images of John Ruskin exhibition pots Air dry clay Clay tools Cling film</p>

Art (pottery) – John Ruskin – Lesson 4

LO: To be able to use paint effectively to decorate my pot

Planned by Matilda Munro for Two Temple Place, 2018

Main Teaching	Activities - Differentiation	Plenary
<p>Look back at the pots from the exhibition and discuss the colours and shapes that were used in those designs.</p> <p>Discuss with children how to mix paints, the primary and secondary colours and the concept of tones. Model mixing.</p> <p>Children will select appropriate paints and mix paints to use in their work and apply to their pots. They can draw with pencil on their pots first to mark out the areas. They need to ensure the paint is not too runny. Acrylic paint is ideal, or ready mixed colours as opposed to powder paints.</p> <p>Once dried, an adult could varnish the pots for the children as this will create a more durable finish.</p> <p>Note: It may take more than one session, or an extended session for children to complete their artworks. It is important that they have time to appreciate the craftsmanship involved, and are not rushed. The crafting could occur outside, in nature, if space/weather permits.</p>	<p>Activity Children to decorate their coil pots.</p> <p>EAL / SEN: Visual aids.</p> <p>CT put visuals out for class to look at on tables.</p> <hr/> <p>Assessment I can decorate a pot using paint, inspired by nature</p>	<p>Children to show their pots and discuss them with the class.</p> <p>An exhibition could be created of the artworks for parents to come and visit.</p> <p>Speaking frame <i>We like how you have used...</i></p> <hr/> <p>RESOURCES (Items in bold are included in this pack).</p> <p>Images of John Ruskin exhibition pots Paint Brushes</p>



Art (Pottery) Lesson 1

Key Questions worksheet

How do you think nature has inspired these images or objects?

Look closely – what details do you notice?

What colours do they use?

Do you like the artwork? Why? Why not?



Art (Pottery) Lesson 1

Speaking frames:

We think this painting/object is inspired by nature because...

I like how the artist has...because...

I am not so keen on how the artist has...because...



Nagoya, Japan
Cloisonné Vase before 1876
Metal with enamel
Collection of the Guild of St George, Museums Sheffield



Siena, Tuscany
Etruscan amphora 560 BC-540 BC
Pottery
The British Museum



Rhodes, Greece
Stirrup jar 1130 BC - 1090 BC
Pottery
The British Museum



Emilie Taylor
Raising Cain 2016
Pottery
Gallery Oldham



Kaltenbacher
Quatrefoil Reliefs from Amiens, France (photograph from 'The Bible of Amiens') 1885
Photograph on paper
Collection of the Guild of St George, Museums Sheffield



Rosa arvensis. Trailing Dog-rose. 1/2

C. Nicholson del. & sculp.

Publ. by H. Baxter, Botanic Garden, Oxford, 1829

William Baxter

English Botany, reordered by Ruskin / British Phaenogamous Botany; or, Figures and Descriptions of the Genera of Plants. (Plates) 1834-1843
Book, leather bound

Collection of the Guild of St George, Museums Sheffield



Henry Roderick Newman

Florentine Roses 1881

Watercolour and bodycolour on paper

Collection of the Guild of St George, Museums Sheffield



John Ruskin
Study of a Peacock's Breast Feather 1873
Watercolour on paper
Collection of the Guild of St George, Museums Sheffield