



School name: \_\_\_\_\_ FOUNDATION PLANNING YEAR A



Theme: Greek Pottery

Year: 5-6

Term: Spring 1

ART	D&T	Geography	History	ICT	MFL	MUSIC	PE & SPORT	PSHE/SMSC	RE	SCIENCE
X	X									

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
1	<p><b><u>L.O. To understand how to carry out research to inform my design.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must be able to use the Internet safely.</li> <li>2. I should be able to observe the different shapes and uses of Greek pots.</li> <li>3. I can carefully consider how the pot shapes and features will affect my design.</li> </ol>	<p><b>Input:</b> Show images of Greek pots. Give time to discuss what they see and any questions they have.</p> <p>Discussion points: Why are they so important to historians? What do they tell us about life in Ancient Greece? Why were they black and orange? What were they used for? Why were they different shapes? – this is what we are going to look at today.</p> <p>Give children some images of Greek pots painted by Myron, Phidias, Polyclitus, Praxiteles, Scopas, and Lysippus, and ask them to find out the name/shape/purpose of their pot using this website together (or iPads if available)</p> <p><a href="http://www.ancientgreece.co.uk/dailylife/exploring/pot_shapes.html">http://www.ancientgreece.co.uk/dailylife/exploring/pot_shapes.html</a></p> <p><b>Task:</b> <u>Annotate their photos with key features such as shape, purposes, lids, spouts and comments about handles (position and number).</u></p> <p><b>Plenary:</b> Children share their findings.</p>	<p>Images of Greek pots, replicas of Greek pots</p> <p><a href="http://www.ancientgreece.co.uk/dailylife/exploring/pot_shapes.html">http://www.ancientgreece.co.uk/dailylife/exploring/pot_shapes.html</a></p>	<p>Observing the different shapes and designs of Greek pots by artists Myron, Phidias, Polyclitus, Praxiteles, Scopas, and Lysippus.</p>

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2	<p><b><u>L.O. To investigate the images and patterns of Greek pots.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must know how to carry out safe and effective research.</li> <li>2. I should know that Greek pots depicted scenes of everyday life and mythology.</li> <li>3. I could use observational drawing skills to show pattern, line, form and shape.</li> </ol>	<p><b>Input:</b> Recap what we learnt in the last lesson. Remind the children that the Ancient Greeks were famous for their pots as they showed scenes from everyday life. <u>Show the children some pictures of Greek pots (by Myron, Phidias, Polyclitus, Praxiteles, Scopas, and Lysippus) and ask what they notice about their designs.</u></p> <p><b>Task:</b> In sketch books children to stick in an image of a Greek pot and make notes about its design features.</p> <p><b>Plenary:</b> Ask the children to think about what Greek myth, story or character they would like to use in their final design. Show the children some geometric patterns that were used on the pots. Allow them some time to practise there in their books.</p>	<p>Images of Greek pots, replicas of Greek pots, iPads to research images from Greek history</p>	<p>Observing artwork of Myron, Phidias, Polyclitus, Praxiteles, Scopas, and Lysippus and drawing geometric patterns.</p>

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3	<p data-bbox="338 201 904 261"><b><u>L.O. To know how to use my research to design an authentic Greek pot.</u></b></p> <p data-bbox="510 336 734 363"><u>Success Criteria:</u></p> <ol data-bbox="300 368 949 533" style="list-style-type: none"> <li data-bbox="300 368 949 427">1. I must be able to design an Ancient Greek pot based on research.</li> <li data-bbox="300 432 949 491">2. I should be able to use my drawing skills to show pattern, line, form and shape.</li> <li data-bbox="300 496 949 533">3. I could review and adapt my own ideas.</li> </ol>	<p data-bbox="981 201 1610 363"><b>Input:</b> What makes a good pot? Children to look back at their previous work. Think about purpose, shape and design. What will the purpose of their pot be? How will this affect their design?</p> <p data-bbox="981 368 1610 603">Pupils to decide on the purpose of their pot and create two different designs. What shape will it be? Does it need a lid? Does it need handles? How many? Does it need a spout? Now that it has a purpose and a shape, what design will it have? It should relate to the purpose of the pot.</p> <p data-bbox="981 639 1610 703"><b>Task:</b> <u>Children complete a pot design, label the key features and design elements of each.</u></p> <p data-bbox="981 740 1610 904"><b>Plenary:</b> Then pick the final design and explain why. <u>Allow them time to think about their own design criteria – what must the pot have to be successful?</u> Link to purpose and historical accuracy and visual appearance</p>	<p data-bbox="1659 201 1794 328">Art books Pencils Greek pot templates</p>	<p data-bbox="1861 201 2114 395">Generate, develop, model and communicate their ideas through discussion and annotated sketches</p> <p data-bbox="1861 432 2114 735">Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>

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4	<p><b><u>L.O. To understand how to make an Ancient Greek Pot.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must be able to follow my design.</li> <li>2. I should be able to use my hands to shape the clay.</li> <li>3. I could attach a handle and lid to make an authentic Greek pot.</li> </ol>	<p><b>Input:</b> Recap the features of a Greek pot and the plans with the children. Look at a close up of a Greek pot. How do you think it was made?  <a href="https://www.youtube.com/watch?v=u1qx5kohof0">https://www.youtube.com/watch?v=u1qx5kohof0</a></p> <p>Explain that there are two key techniques to make these pots - coils and thumb pots. Demonstrate each method and talk about the advantages and disadvantages of both. Recap the different clay tools and how to use them to shape and cut clay. Explain the use of hatching to attach handles securely.  <a href="https://www.youtube.com/watch?v=BMy6YwLyC90">https://www.youtube.com/watch?v=BMy6YwLyC90</a>  <a href="https://www.youtube.com/watch?v=PqYJvbQgb40">https://www.youtube.com/watch?v=PqYJvbQgb40</a>  <a href="https://www.youtube.com/watch?v=x1RvYQJneRE">https://www.youtube.com/watch?v=x1RvYQJneRE</a></p> <p><b>Task:</b> <u>Allow children <i>plenty of time</i> to experiment with the clay and create their own pots based on their final design.</u></p> <p><b>Plenary:</b> How do they feel about their pots?</p>	<p>Clay</p> <p><a href="https://www.youtube.com/watch?v=u1qx5kohof0">https://www.youtube.com/watch?v=u1qx5kohof0</a></p> <p><a href="https://www.youtube.com/watch?v=BMy6YwLyC90">https://www.youtube.com/watch?v=BMy6YwLyC90</a></p> <p><a href="https://www.youtube.com/watch?v=PqYJvbQgb40">https://www.youtube.com/watch?v=PqYJvbQgb40</a></p> <p><a href="https://www.youtube.com/watch?v=x1RvYQJneRE">https://www.youtube.com/watch?v=x1RvYQJneRE</a></p>	<p>Improving their mastery of sculpting techniques, using clay.</p>

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5	<p><b><u>L.O. To understand how to decorate my Greek pot authentically.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must follow my plan.</li> <li>2. I should paint a realistic base coat.</li> <li>3. I could use black paint carefully to show pictures, shapes and lines.</li> </ol>	<p><b>Input:</b> Look at a close up of a pot design by Myron, Phidias, Polyclitus, Praxiteles, Scopas, and Lysippus. What do you think they used to make the image? Talk about the technique of clay slip and a kiln. Explain that we are using air drying clay so we will paint our pots instead.</p> <p><b>Task:</b> <u>First, paint the pots in their base colour – red or orange. When dry, paint designs in black over the top. Discuss the importance of thin brushes, clear lines, simple, bold patterns and pictures and a lack of detail. Mistakes will be difficult to rectify so need to take time and care.</u></p> <p><b>Plenary:</b> Gallery viewing of pots.</p>	Paint	Improving their mastery of art and design techniques, including painting.
6	<p><b><u>L.O. To understand how to decorate my Greek pot authentically.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>4. I must follow my plan.</li> <li>5. I should paint a realistic base coat.</li> <li>6. I could use black paint carefully to show pictures, shapes and lines.</li> </ol>	<p><b>Input:</b> Look at a close up of a pot design by Myron, Phidias, Polyclitus, Praxiteles, Scopas, and Lysippus. What do you think they used to make the image? Talk about the technique of clay slip and a kiln. Explain that we are using air drying clay so we will paint our pots instead.</p> <p><b>Task:</b> <u>First, paint the pots in their base colour – red or orange. When dry, paint designs in black over the top. Discuss the importance of thin brushes, clear lines, simple, bold patterns and pictures and a lack of detail. Mistakes will be difficult to rectify so need to take time and care.</u></p> <p><b>Plenary:</b> Gallery viewing of pots.</p>	Paint	Improving their mastery of art and design techniques, including painting.

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7	<p><b><u>L.O. To understand how to successfully evaluate my work.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must be able to say what went well with my Greek pot.</li> <li>2. I should be able to explain the choices that I made.</li> <li>3. I could suggest what I would do differently next time.</li> </ol>	<p><b>Input:</b> Take photos of the front and back of the children's completed pots to stick in their sketchbooks. Ask them to review their work based on the following criteria:</p> <ul style="list-style-type: none"> <li>-Shape (Does the shape suit the purpose of the pot?)</li> <li>- Functionality (Does it have holes? Are the handles attached securely? Does it stand up on its own?)</li> <li>- Historical accuracy (Does it show key features found in Ancient Greek pots? E.g. red/orange/black design, images from Ancient Greek life, similar shapes)</li> <li>- Design (Does it use geometric designs? Does it show an image from Ancient Greek life? Are the designs clear and easily to identify? IS all the space used well?)</li> </ul> <p>Based on these criteria, what would they improve? Did they meet their own design criteria?</p> <p><b>Task:</b> Answer questions in their sketch books.</p> <p><b>Plenary:</b> Children share their views with the class.</p>	<p>Art books Pencils Rulers Handwriting pens</p>	<p>Evaluating as part of the process.</p>