Unit 5B Containers

Art Year 5
Mr Jennings' class

ABOUT THE UNIT

In this unit children explore the craft tradition of making vessels and containers. They develop their own designs and build a three-dimensional form to represent a vessel or container that will hold something special that they would wish for. They consider examples by contemporary designers and ceramicists and look at work from different cultures.

WHERE THE UNIT FITS IN

This unit builds on Unit 4B 'Take a seat', where children explore the design of chairs from different times and cultures and discuss what the designs tell us about everyday life and culture. It links with history: world study of ways of life in different times and cultures.

WHAT THE UNIT COVERS

Art	**Craft**	**Design**	2D	**3D**	**Individual work**	Collaborative work	
Line	Tone	Colour	Pattern	**Texture**	**Shape**	**Form**	**Space**
Painting	Collage	Textiles	Digital media	**Sculpture**	Print making		

VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- containers, *eg urn, vessel, basket*
- source material, *eg design, abstraction, geometric, traditional*
- visual and tactile elements, *eg shape, form, space, pattern, line*
- techniques, *eg coiling, slabbing, weaving, assembling*

RESOURCES

For practical work

- drawing materials, *eg pencil crayons, soft pencils, oil pastels*
- white or coloured paper and sketchbooks
- painting materials, *eg watercolours, inks, hand-painted collage paper*
- materials for three-dimensional work, *eg clay or papier mâché or textiles or natural materials*

Suggested examples of art, craft and design

- vessels and containers of:
  - different sorts, *eg urns, baskets, cooking pots*
  - different sizes and shapes
  - different materials, *eg ceramic, wood, metal, withies*
- reproductions of the work of contemporary craftspeople, *eg Bodil Manz, Kate Malone, Ed Rossbach, Fran Reed, Dorothy Gill Barnes, Norie Hatakeyama, Birgitta Wendel*

EXPECTATIONS

At the end of this unit

most children will be able to:	explore shape, form, space and decoration; work from source material to help them with their work; experiment with and combine materials and processes to design and make a three-dimensional form; compare and discuss ideas, methods and ways of working in others' work, relating these to their own ideas; adapt and improve their work as it progresses
some children will not have made so much progress. They will be able to:	explore ideas; experiment with materials, tools and techniques; make a three-dimensional form; discuss similarities and differences between their own and others' work; suggest ways of improving their own work
some children will have progressed further. They will be able to:	select visual and other information to help them develop ideas; manipulate materials, tools and techniques to develop and extend their ideas for a three-dimensional form; combine visual and tactile qualities and match these to their ideas and intentions; analyse and comment on ideas, methods and approaches used in their own and others' work, relating this to their intentions; adapt and refine their work to reflect their own view of its purpose and meaning

PRIOR LEARNING

It is helpful if children have:

- used clay or a modelling material
- learnt how to roll out slabs, make coils and model in relief
- developed manipulative skills for using small tools

FUTURE LEARNING

In Unit 6B 'What a performance', children develop the skills and experience of working in three dimensions, by designing and making a piece of headwear for a character in a story.

ADAPTING THE UNIT OF WORK

Children could:

- explore ways of 'containing' space on a large scale using techniques such as weaving, plaiting, knotting, netting. This links with Unit 6A 'Shelters' in the design and technology scheme of work
- learn to make three-dimensional forms on a larger scale or by using other materials, *eg finding creative ways of using papier mâché, combining other materials such as cardboard and metal*

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LEARNING OBJECTIVES CHILDREN SHOULD LEARN | **POSSIBLE TEACHING ACTIVITIES** | **LEARNING OUTCOMES** CHILDREN | **POINTS TO NOTE**

EXPLORING AND DEVELOPING IDEAS

Title of lesson	Learning objectives	PoS	Activity	Learning outcomes	Resources	Time	Links
	Children should learn:			Children:			
Explore different containers and the materials and techniques used to make them	. to collect visual and other information information about containers . to begin to understand the wide range of methods and techniques used to make them . to record from first-hand observation	1c 4a 4b 5d	discuss different containers . Ask the children What is a container? . Ask them to find and sketch a range of everyday objects that can be used to 'contain' items. . Ask the children to talk about the form of the objects and the space they contain. What materials, methods and techniques have been used? Which have used colour? Do any of the objects tell us where or when they were made, and if so, how? . Help the children distinguish the terms functional and decorative in terms of every day objects. . Ask the children what they think and feel about the containers and what these objects mean in their lives. Are they functional or decorative? What meanings do they hold?	. suggest ideas for what a container might be . begin to identify the variety of shapes, uses and materials . say what they think and feel about the designs	. sketchbooks . pencils . scissors . glue sticks . example containers from home and around the school . containers from different places, times and cultures if available . reproductions of containers from books on ceramics and craftworkers . pamphlets and magazines with pictures of containers in them . pictures from the internet . Bodil Manz presentation	60 mins	design and technology literacy
Look at the shapes and patterns used in container design	. to explore ideas for making containers through learning about contemporary craftworkers and through observational drawing . about the roles and purposes of artists, craftspeople and designers working in different cultures . to record from first-hand observation . to explore ideas for container forms	1a 1b 1c 2c 4a 4b 4c Sa 5b	shapes and patterns . Introduce the children to the work of contemporary craftspeople. talking about: –the use of geometric forms and patterns in ceramic work. –the ways in which different craftspeople use materials, eg paper baskets, forms made from skin, gut, seaweed and cane, containers made from bark, tree roots and branches, paper fibre strips . Ask the children to make drawings in their sketchbooks of the objects they have studied; to annotate their work, commenting on distinctive features, eg form, materials, techniques, decoration. . children create designs for vessels and containers (including using squared paper to help create designs similar to those of Manz). Ask them to experiment with line, shape, form and pattern and use a range of drawing media	. explore ideas for designing a container with a flat (geometric) pattern . consider works by contemporary craftworkers . collect and record visual and other information in a sketchbook . explore ideas for designs	. sketchbooks . drawing materials . pictures of work by Bodil Manz and other contemporary craftworkers for reference . felt-tip pens and pastels	60 mins	design and technology maths ICT

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INVESTIGATING AND MAKING

Title of lesson	Learning objectives	PoS	Activity	Learning outcomes	Resources	Time	Links
	Children should learn:			Children:			
Make a 3-D container	. to use a variety of methods to design, make and decorate a card container . to investigate and combine visual and tactile qualities of materials and processes . to apply their experience of materials and processes, developing their control of tools and techniques . to use a variety of methods and approaches to communicate ideas, and to design and make a container form	1a 1b 1c 2a 2b 2c 4a 4b 5a 5b 5c	construct a 3-D shape . Ask the children to experiment with card and paper to create small-scale container forms. Ask them to create simple basic forms, *eg cylinders, cubes, pyramids.* Then ask them to create asymmetrical forms by producing straight-sided shapes in card and joining these with gummed paper strips. . ask them to decorate their container using 2-D geometric designs after Bodil Manz . Ask them to explore different ways of elaborating on the basic form by adding materials and using cut paper techniques, *eg curling, twisting, fringing, weaving.*	.make and decorate a unique 3-D container (and perhaps embellish It by investigating new ways of extending the surfaces with additional materials) . create interesting three-dimensional forms . elaborate three-dimensional forms in interesting ways	. 6-sheet card . scissors . rulers . paints or inks . pencils . collage papers . glue and glue brushes . felt-tip pens	180 mins	maths design and technology design and technology literacy
Make small clay pots using different methods	. to observe 'containers' found in nature . to investigate and combine texture and form through exploring the nature of clay . to investigate and combine visual and tactile qualities of materials and processes . to apply their experience of materials and processes, developing their control of tools and techniques . to use a variety of methods and approaches to communicate ideas, and to design and make a container form	1b 1c 2a 2b 2c 4a 4b 4c 5a 5b 5c 5d	make pots using clay . Remind the children about techniques for building forms from clay, eg rolling out slabs and building them into a three-dimensional form; making coils and building them into a three-dimensional form; weating strips . Ask the children to build a clay container form using their chosen method or a combination of methods. Encourage them to control and create a visually interesting form that 'contains' space. Their ideas might be based on the forms they created in card or paper but they should allow the clay to determine the new form. . children should experiment with elaborating the form in different ways, eg by: –adding smaller cut-out shapes of clay –adding coils of clay –creating surface texture or pattern by impressing objects –roughening parts of the surface –modelling forms on the inside of the container	. become familiar with the nature of clay and the use of small hand tools . learn a particular clay-forming technique and produce a container applying that technique . practise using clay modelling techniques . create and decorate a clay container form	. sketchbooks . dried seed pods (poppy, acorns, walnut etc) . drawing materials . clay (firing or hard-setting) . modelling boards . small hand tools . rolling pins . cardboard tubes and newspaper ' textured and patterned surfaces, such as hessian, corrugated card, leaves or doilies . photographs of ceramic pots by craftworkers		

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EVALUATING AND DEVELOPING WORK

Title of lesson	Learning objectives	PoS	Activity	Learning outcomes	Resources	Time	Links
	Children should learn:			Children:			
Evaluation	. to compare ideas and methods . to say what they think and feel about the work . to consider how it could be changed or further developed . to adapt their work according to their views and describe how they might develop it further . to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them	3a 3b	discuss the processes . Ask the children to make appropriate changes to their work as it progresses. Ask them to refer to the work of others to inform their own work. . Ask the children to review their own and others' work and comment on: –the forms they have created. *How visually interesting are they?* –the methods they have used. *Have they combined the techniques of coiling and slabbing in interesting ways?* –the surface of the form. *Does this enhance the form?* –the space inside the form. *Has this been developed in an interesting way?*	. adapt their work as it progresses, taking account of their own and others' ideas . identify aspects of their work that are successful and those they might develop further . confirm their understanding and knowledge about containers and identify the technical language used in making them . consider successful aspects of their work and how it could develop	. a display of children's work, using support materials such as fruit, nuts, seedpods and small plants, and incorporating word cards to decribe what has been learned		