



**MOLLY MOLLOY
SP REVIEW 2023
2ND YEAR
CLAY HYBRID –
14 LESSONS
17/5/2023**

Our Lady's Secondary School CastleBlayney

27 mixed-ability students
Boys and girls rural CEIST school

AIM - Theme

The Use of Primary Sources (APPENDIX B – SPECIFICATION FOR JUNIOR CYCLE ART) Students choose TWO primary materials related to the theme of "Natural meets man-made," a hybrid of both based on their core sources. They will design their finished piece based on one of the three themes, - Hands and feet. - Local landmarks. - Hidden. They develop a variety of sketches from which they take inspiration for their realised finished design and create a clay hybrid piece.

Statements of Learning/Key Skills:

Being Creative - implementing ideas and taking action

Staying well - being Safe.

Managing myself - Setting and achieving personal goals

Entering Characteristics

27 mixed-ability students
Boys and girls rural CEIST school

Cross-curriculum:

- History - Local landmark theme
- Home ec - Using the rolling pins

Strategies to manage classroom environment:

- Planned seating arrangement- acknowledge students by name
- Affirm good behaviour- positive note in the journal
- Student art supplies and a materials table for material management
- Set rules for the classroom and place them where all students can see them.
- Group activities and discussions should encourage students' voices. Offer students as many options as you can

Aim of Unit of Learning

Based on selected primary sources, Students will design and construct a clay coiling technique artefact based on the theme

“nature meets man-made”

Product - Clay hybrid construct focusing on the coiling technique.

- Processes
- Techniques/Materials
- Theme
- AEDP
- Outcome/Product

LESSON 1 – INTRODUCING THE PROJECT TO THE STUDENTS

Students will grasp an understanding of the difference between Manmade and natural objects.

We will use the interactive whiteboard to work together to develop ideas for objects.

Learning intentions

1: KNOW...

The end design and what they will be recreating.

2. UNDERSTAND ..

The difference between manmade and natural objects and understanding how to create a hybrid on one of the three themes,

- Hands and feet.
- Local landmarks.
- Hidden.

3. TO BE ABLE TO ...

Work together as a group on the interactive whiteboard to come up with ideas.

Success criteria

All students will:

- To strive for an understanding of the end goal
- Have a chance to interact with the interactive whiteboard.

Most students should:

- comprehend the understanding that they need to use one of the three themes.
- Hands and feet.
- Local landmarks.
- Hidden.
- Adapt from the examples on the slideshow

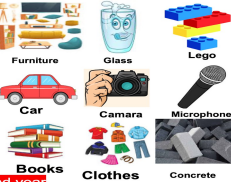
Some students may:

- Do their own research ahead of class and look up their own ss.

Natural Materials



Man-made Materials



Support studies

- Marty Fielding
- Crystal Morey



LESSON 2 – RESEARCH ON THE THEME - HIDDEN

Students will think and question Man-made and Natural objects and how they fit into designing a hybrid under the theme,

•Hidden.

Students will discuss and develop a Mind Map while using the interactive whiteboard and complete a visual mind map

Learning intentions

1: KNOW...

The difference between man-made and designed objects and know the three themes they can pick from.

- Hands and feet. - Local landmarks. - Hidden.

2. UNDERSTAND ..

Creating a mind map together will help come up with ideas.

3. TO BE ABLE TO ...

Adapt the knowledge of the mind map into their own visual mind map

Success criteria

All students will:

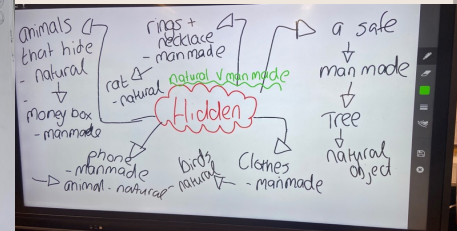
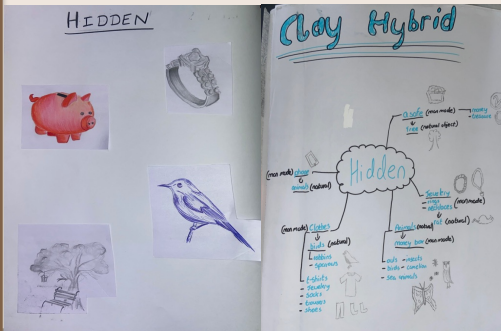
- Follow the mind map i do on the board
- Do their own in their sketchbook.

Most students should:

- Have a chance to use the interactive whiteboard.
- Adapt from the examples on the slideshow and my VA

Some students may:

- Complete their visual mind map on Hidden



LESSON 3 – RESEARCH ON THE THEME – LOCAL LANDMARKS

Under the theme of local landmarks, students will consider and query both Man-made and Natural things and how they relate to designing a hybrid.

Using the interactive whiteboard, students will have discussions, create a mind map, and finish a visual mind map.

Learning intentions

1: KNOW...

What they need to do and follow the instruction by looking at my visual aids of “Local landmarks”

2. UNDERSTAND ..

That we do a mind map on the board together, and the students will use the interactive whiteboard and follow along them do their own visual mind map on “Local landmark”

3. TO BE ABLE TO ...

Create a visual mind map while being inspired by my visual aid.



Success criteria

All students will:

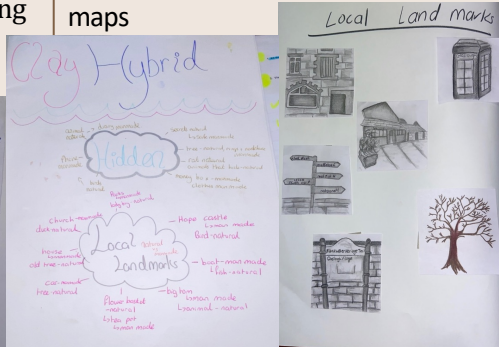
- Have completed visual mind maps on the three themes.
- Have used the interactive whiteboard.

Most students should:

- Take inspiration from my VA.
- add their own notes of my visual aid printout.

Some students may:

- Start their development page by analyzing their three visual mind maps



LESSON 4 – RESEARCH ON THE THEME – HANDS AND FEET

The hands and feet theme will prompt students to think about and analysis both man-made and natural objects in relation to creating a hybrid.

Student conversations, mind maps creation and completion will all take place on the interactive whiteboard

Learning intentions

1: KNOW...

What the outline and plan is

1. Do the mind map together on the board.
2. Do their own visual mind map.

2. UNDERSTAND.

That the VA I show them of my
Hands and feet theme of my
natural and manmade

3. TO BE ABLE TO ...

Start to think of their clay hybrid



Success criteria

All students will:

- Have completed visual mind maps on the three themes.
- Have used the interactive whiteboard.

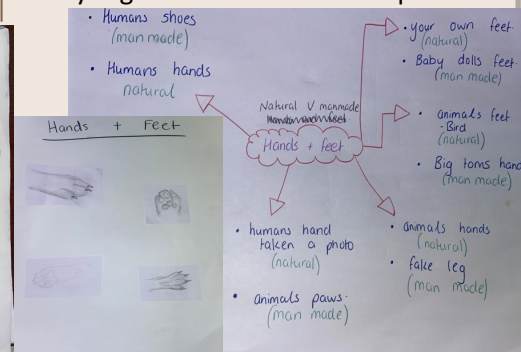
Most students should:

- Take inspiration from my VA.
- add their own notes of my visual aid printout.

Start

Some students may:

- Start their development page by analysing three of their mind maps



LESSON 5 –

STUDENTS WILL EXPERIMENT WITH DRAWING

Demonstrate and describe what is needed on the development sheet.

1. Chosen theme
 2. Natural object- range of drawings.
 3. Man-made object - range of drawings
- Allow the students to experiment with their objects.
Gestural drawings, Blind drawing and line drawing

Learning intentions

1: KNOW...

That they have to have a range of drawings of their natural object.

2. UNDERSTAND ..

That this range of drawings will help develop their clay hybrid of natural v manmade.

3. TO BE ABLE TO ...

look into my VA and get knowledge on the drawing I did.

Success criteria

All students will:

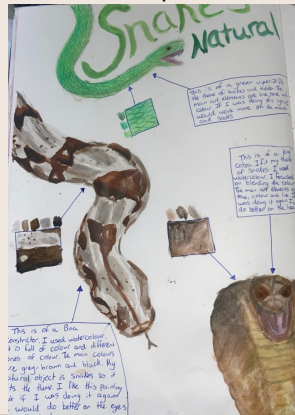
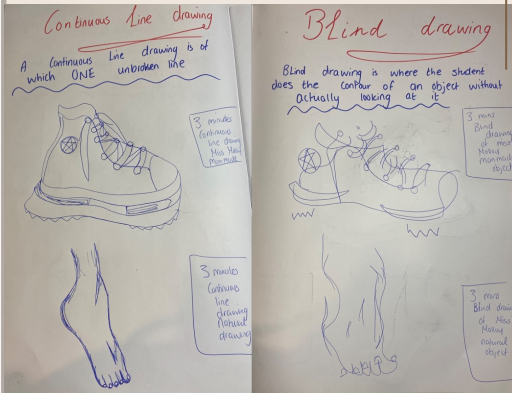
- Have completed a development sheet with a range of drawings to help design their hybrid.

Most students should:

- Take inspiration from my VA.
- Add their own notes of my visual aid printout.

Some students may:

- Have their development sheet done



LESSON 6 –

INTRODUCE THE DEVELOPMENT SHEETS AND RECAP ON THE AEDP

Students will recall and discuss the art elements and design principles. The students will adapt to the interactive whiteboard and come up with their own definitions of each AEDP.

They then will fill out a range of worksheets relating to the AEDP.

Learning intentions

1: KNOW...

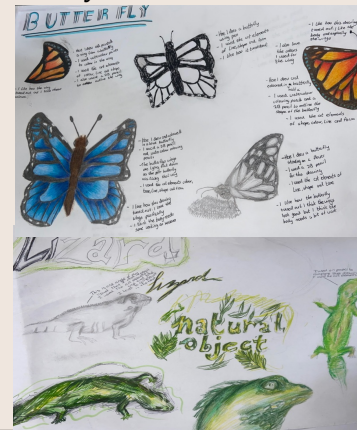
By the end of class, all students know what the AEDP is and have their worksheets filled in.

2. UNDERSTAND.

How to use the AEDP while annotating their artwork.

3. TO BE ABLE TO ...

Grasp how important it is to identify the AEDP in the artwork.



Success criteria

All students will:

- Have completed the worksheet on AEDP.

Most students should:

- Completed the word search relating to the art elements and design principles
- Start to add the AEDP terminology into their annotations in their sketchbooks.

Some students may:

- Have their development sheet completed

2nd year - AEDP - Miss Molloy

Art Elements & Design Principle

Line	CONTRAST
Shape	Value
Form	Colour
Value	Repetition
Colour	Texture
Texture	



Miss Molloy - 2nd year AEDP Word search

TEPLRUREFAETER	DOT
VNETOTARICOPRI	SCALE
OFRPEEVPPENIL	COLOR
LOSATEEUXTOPT	PERSPECTIVE
SRPTOATRPEORT	PROPORTION
CMETDOROUAENOT	TIME
AACEEEVBETOEPX	VALUE
LATRMUSRBLXLOE	TEXTURE
ESINANCAEPOERE	FORM
RUVTCTOEEFVETE	PATTERN
AXECNALABEATIE	LINE
NEEIOAOTTLPDI	
NLLECAUFORRNA	
ACOMCLRTTOEVCV	

LESSON 7 – MARK MAKING CLAY PLATES

By showing my own clay hybrid of a Converse shoe and my foot on the theme “Hands and feet” students will critique by using the knowledge of the AEDP. They then will make their own mark-making plate to help them understand the designs they will create while doing their clay hybrid. Analysis of the art element composition and form.

Learning intentions

1: KNOW...

Why a mark-making plate is important, and how they can play around with ideas to start their finished clay piece.

2. UNDERSTAND ..

To design a final composition.

3. TO BE ABLE TO ...

Use their AEDP knowledge to identify and talk about their clay mark-making piece.



Success criteria

All students will:

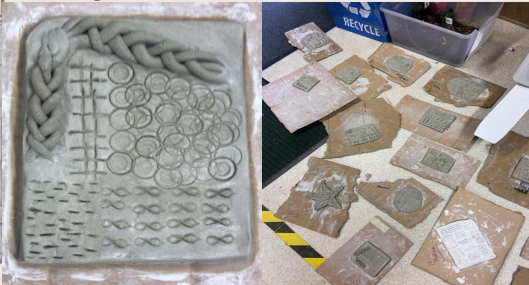
- Have a finished clay marking piece by the end of class that will help them design their final piece.
- Start to sketch out a thumbnail of their final design.

Most students should:

- Adapt to the demo and look at the VA of my mark-making plate.
- All their worksheet bundle were completed and handed up.

Some students may:

- Start to design a few different final designs.



LESSON 8 – MARK MAKING USING DIFFERENT MEDIUM

Students will model their clay mark-making plates and do a range of drawings with different mediums inspired by their mark-making textured plate. They will annotate using their AEDP worksheet.

Learning intentions

1: KNOW...

The different mark-making they did on their clay texture plate and how to repeat them using different mediums.

2. UNDERSTAND.

The terminology of different mark making

- Horizontal, - Vertical, - Diagonal, - Zigzag, - Curved, - Dotted, - Broken thick and thin lines, - Spiral, - Curly lines, - Rope, - Toothbrush mark making.

3. TO BE ABLE TO ...

Repeat and design different mark making with different types of medium to create drawing hybrids using these mark making techniques.

Success criteria

All students will:

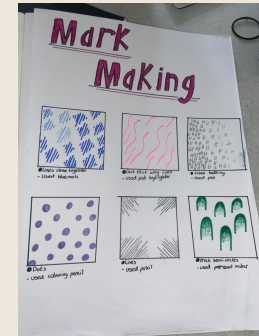
- Created a design paper texture mark-making page on the different marks they made in the last lesson.
- Start to sketch out a thumbnail of their final design while using these mark-making techniques.

Most students should:

- Use different mediums
- Chalk
- Colouring pencil
- Marker
- Pen
- Watercolour

Some students may:

- Do more thumbnail final designs.



LESSON 9 – BECOME FIRMER WITH THE COILING TECHNIQUE

Students will build and design their clay hybrid on natural and manmade primary sources on one of the CBA themes,
1. Local landmarks 2. Hands and feet 3. Hidden.
2. They will have a range of drawings and a clay texture and mark making plate to follow and to get inspiration from.

Learning intentions

1: KNOW...

What the coiling technique is and how to use it in building their clay hybrid.

2. UNDERSTAND ..

- The clay techniques -
- Rolling a ball of clay.
- Rolling snakes with clay.
- Squeezing the clay.
- Pulling and pinching the clay with your fingers.
- Carving details into the clay with tools.
- Smoothing out the clay with your fingers.
- Creating holes or hollows in the clay with tools.
- Joining pieces of clay together.
- What slip is and what does it do

3. TO BE ABLE TO ...

Use the marks they made in their mark making plate in their clay hybrid

Success criteria

All students will:

- Start their own clay hybrid.
- students will model their drawings to build a clay design.

Most students should:

- Apply the coiling technique to their clay hybrid.
- Construct their clay hybrid based on their mark making plates.

Some students may:

- Do artists research to help build and create their clay hybrid.



LESSON 10 – BEGIN TO DESIGN THEIR CLAY HYBRID

Construct their Clay hybrid by using the coiling technique, thumbnail sketches and their clay texture mark making plate.
Experimenting with their natural and manmade primary sources in front of them and complete SS Worksheet

Learning intentions

1: KNOW...

How to build their hybrid from the coiling techniques and mark making thumbnails.

2. UNDERSTAND ..

The coiling techniques -

- Flatten a piece of clay to about 1/4" thickness.
- Score and slip the slab and lay the first layer of the coil.
- Smooth the outside using your fingers
- Keep adding layers.

3. TO BE ABLE TO ...

Adapt from their thumbnails and get started on their clay hybrid.



Success criteria

All students will:

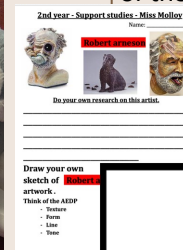
- Model my coiling demo.
- Analysis of their thumbnail sketches

Most students should:

- Start adding their mark-making techniques to add texture to their clay.
- Construct their clay hybrid based on their mark-making plates.

Some students may:

- Do a paper model of their clay hybrid to understand the layout of their clay if they are struggling



LESSON 11 – DESIGNING THEIR CLAY HYBRID

Students will continue to create and build their Clay hybrid by referring back to the ss-Crystal Morey and their sketches and mark-making worksheets. Students will interpret the AEDP that they studied at the start of the project.

Learning intentions

1: KNOW...

To interlink their mark making technique to build their clay hybrid and know how to work independently.

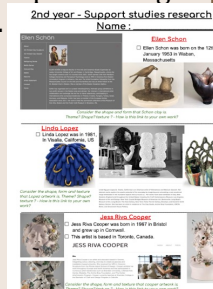
2. UNDERSTAND ..

Use SIP when sticking their clay together and always use mark making while doing this

- Cross Hatching s
- Dots
- Line
- Circles

3. TO BE ABLE TO ...

Learn from their peers and gain independence.



Success criteria

All students will:

- Develop from the last day and build their clay hybrid.
- Interlink their mark-making while creating their design.

Most students should:

- Be inspired by the SS Crystal Morey and Marty Fielding and gain inspiration from their work.
- Construct their clay hybrid based on their mark-making plates.

Some students may:

- Give positive feedback and encouragement to each other throughout building their clay hybrid.

Support studies

- Marty Fielding
- Crystal Morey
- Linda Lopez = Texture - Linda Nguyen Lopez
- Jess Riva Cooper= theme Jess Riva Cooper
- Ellen Schon = Shape - Ellen Schön

LESSON 12 – CONTINUE TO BUILD AND CREATE THEIR CLAY HYBRID

By referring to their designs and mark-making worksheets as well as the SS - Crystal Morey, the students will continue to build their Clay hybrid. The AEDP that they learned before starting the assignment will be interpreted by the students. Students will also be introduced to “Artist statement”

Learning intentions

1: KNOW...

What mark making techniques to include in their design.

2. UNDERSTAND ..

What an artist statement is and what is being asked?

- Describe the artwork
- how did you create your artwork
- who inspired you - Support studies
- What is your overall thought on your artwork

3. TO BE ABLE TO ...

Work independently and build their design



Success criteria

All students will:

- Continue from the previous day and construct their clay hybrid.
- Look at the artist's statement and start to consider what is being asked.

Most students should:

- Be inspired by each other and gain knowledge from your peers.
- Refer back to their polly pocket at all times.
- Their sketches
- Mark Making
- Blind drawing, contour.

Some students may:

- Get started on their artist statement



LESSON 13

FINISHING

DESIGNING THEIR HYBRID

Students will critique their own work and identify and discuss the chosen artist(s) to support their artwork.

They will also finish off designing their finished clay hybrid while considering mark making.

Learning intentions

1: KNOW...

What an artist statement is and what is being asked?

Describe the artwork and explain how it was made. Mention any influences you had.

What do you think of your work overall?

2. UNDERSTAND ..

How important the artist's statement is.

- identify ADEP
- WHY did that artist inspire you?
- Why did you choose the theme?

3. TO BE ABLE TO ...

link their clay hybrid with the SS they have chosen.



Success criteria

All students will:

- Finish constructing their clay hybrid.
- Use the Chrome books to gain more knowledge on their SS.

Most students should:

- Take this class to finish their clay hybrid and add lots of texture inspired by their clay plates.
- Have all worksheets finished and in their Polly pocket. Refer back to the Polly pocket at all times.

Some students may:

- Get their artist research completed.



LESSON 14 – REFLECTION

Students will discuss in small groups their support studies statement and then as a class we will, have a walk around exhibition

Learning intentions

1: KNOW...

What an exhibition is, what setting up is needed.

2. UNDERSTAND ..

How the SS they choose influenced their work and why.

3. TO BE ABLE TO ...

Adapt from their peer's sticky notes on the positive feedback and encourage each other.



Success criteria

All students will:

- Display their finished clay hybrid along with their worksheets in their polly pocket, artist research and sketchbooks
- Give positive feedback to their peers on a sticky note.

Most students should:

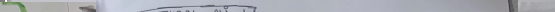
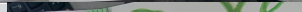
- Take this class to Discuss with their peers why they choose that artist(s).
- Take advice from what their peers said.

Some students may:

- Take pictures of their finished piece.



Uva-ursi hidden D. m.

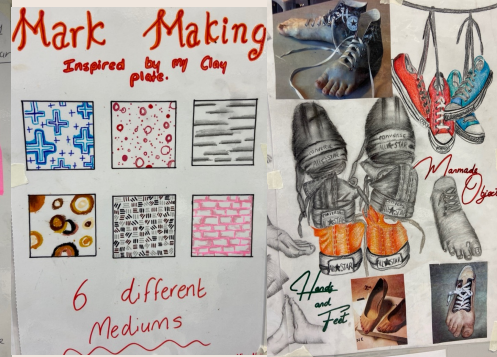
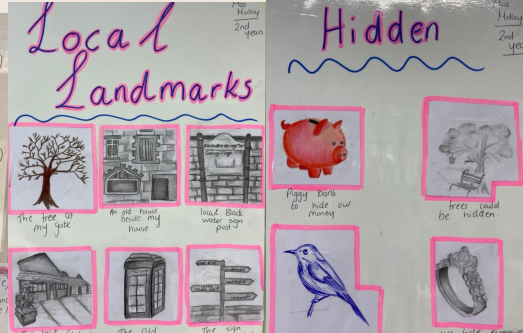
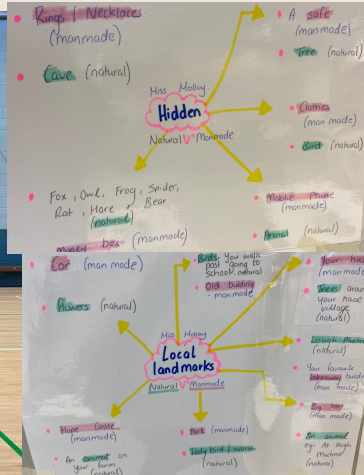


REFLECTION

- I really really enjoyed my School.
- I got on really really well with my staff and host teachers
- ALL the students were lovely and made me feel so welcome
- I got involved in Basketball and did art club every week.

What I would change

- Not do one project for 14 lessons
- Have a range of primary sources (A box of items within the theme) This way students can pick. From them
- Allow students to do 1:1 demos with students that were missing due to sports



OVER ALL PLACEMENT

