

<p><i>Places in the imagination</i></p> <p>Early Stage 1</p> <p>Subject matter: places and spaces Forms: ceramics Duration: 2 to 4 weeks</p>	<p>Image resources</p> <ul style="list-style-type: none"> • pictures of tropical islands
<p style="text-align: center;">Outcomes and indicators</p>	
<p>Making</p> <p>VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences.</p> <ul style="list-style-type: none"> • represents an imaginary place in artworks. <p>VAES1.2 Experiments with a range of media in selected forms</p> <ul style="list-style-type: none"> • explores simple construction techniques with clay by pinching, rolling, joining, incising and modelling. 	<p>Appreciating</p> <p>VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks.</p> <ul style="list-style-type: none"> • talks about other student's works • identifies colours, shapes and textures in artworks. <p>VAES1.4 Communicates their ideas about pictures and other kinds of artworks.</p> <ul style="list-style-type: none"> • shows preferences for particular artworks based on things such as feelings, colours and subject matter.
<p>Unit overview:</p> <p>Students create ceramic representations of an imaginary place, a fantasy island. They experiment with a variety of simple construction techniques. Students discuss their own and other works.</p>	

Learning experience 1
Making ceramic islands

Look at images of tropical islands.

Discuss what a *fantasy* island might look like.
What shapes, colours and objects might be there?

Close your eyes and think about your own imaginary island.

What does your island look like? What is unusual or fantastic about your island?

Make a fantasy island in paper clay.

Roll out a slab from a ball or 12 x 8 x 6 cm block of clay with a rolling pin or press it out with the hands to a reasonably even thickness of 1.5 cm.

Place damp crushed up newspaper under the clay to raise the centre of the *island* slab.

Pinch or model island features from the slab.

Add other features by rolling and cutting out shapes and joining them to the island.

Image resources

- images of tropical islands

Resources

- clay (air-drying paper clay)
- smooth washable surface to work on
- forks
- pop sticks
- 50 cm fishing line attached to two pegs
- plastic bags
- cling wrap
- rolling pin
- clay slurry (a paste of clay mixed with water)
- garlic crusher (optional)
- acrylic paints

Explain geographical features of islands such as cliffs, beaches, waterfalls, caves, and palm trees. Explain how these might be changed to suggest a fantastic place. Suggest that colours, scale and shapes may be altered or distorted.

Slabs of clay about 12 x 8 x 6 cm can be cut with fishing line from the fresh block of clay

Demonstrate the construction and decoration techniques of pinching, rolling, joining, incising and modelling.

To join, scratch both surfaces with a fork and press the two surfaces together. A slurry or paste of clay mixed with water can be painted to the contact surfaces to improve adhesion.

Create textures on surfaces by incising or pressing in shapes with pop sticks, forks, pens or a ruler.

Cover with plastic until partially dry then place in a cupboard until completely dry.

If desired, paint the island with acrylic paints.

Appreciating: reflecting

Display the fantasy islands.

Describe your island.

What is your favourite part of the island?

How did you make different features of your island? (techniques)

What is strange, magical or unusual about your island? Who lives there? What happened there?

Discuss features of other student works that you like and explain why you like them.

If using clay that needs to be fired, bisque fire to manufacturer's instructions.

Painted or unpainted artworks can be spray painted with a lacquer by the teacher. This will waterproof and protect the surface.

Identify qualities in the student works which create the sense of fantasy such as distorted scale, colour, shapes or textures.