

Making Clay Pots - Yr 5/6

What I have already learnt: You have already learnt about using clay to create slabs and make houses. You should also have a basic knowledge of using techniques when constructing a sculpture such as using slip.

Future learning: This topic will help you understand and grasp the learning you will be presented with in secondary school, including sculpture as well as being able to evaluate the way in which different sculptures might be made.

Key vocabulary:

Coil - a long, rope-like roll of clay, often referred to as a "snake," created by rolling clay between hands or on a flat surface to achieve a uniform thickness.

Score - the technique of scratching or cross-hatching the surfaces of two clay pieces to be joined, creating a rough texture that allows them to interlock securely.

Slip - liquid suspension of clay particles in water, acting as a "clay smoothie" or glue, typically with the consistency of heavy cream.

Smoothing - is the process of removing imperfections, fingerprints, cracks, and tool marks to create a seamless, refined surface.

Construct - refers to the hand-building techniques used to assemble, build, and structure clay into three-dimensional forms.

Shape - the three-dimensional form, outline, and structure of a piece, created by manipulating clay through techniques like pinching, coiling, slab building, or modelling.

Model - a three-dimensional sculpture created by shaping, manipulating, and building up materials like clay, rather than carving them away.

The Four S's of Joining Clay:

Score: Scratch clay pieces to be connected using a sharp tool.

Slip: Apply slip to both surfaces (slip is a watered down clay, like a clay 'glue') with a brush, finger or other tool.

Stick: Stick the two clay pieces together. Apply gentle pressure and give a little wiggle to enable them to suction together.

Smooth: Blend the join or seam where the two pieces meet using your finger or other modelling tools.



Examples of Ancient Egyptian pots in a range of shapes and sizes.

