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| **Make a DIY clay teacup** | | |
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| Making a teacup for a celebration, e.g. commemorative for the coronation of King Charles III | | |
| **Subject(s):** Art and design, Design and technology  **Approx time:** 60 – 90 minutes |  | **Key words / Topics:**   * Clay * Commemorative * Jubilee * Mould |
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| **Stay safe**  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:    • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others    Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | |
| **Suggested Learning Outcomes** |  |  |
| * To know about the studied celebration, e.g. the coronation of King Charles III * To understand how structures are made using clay * To be able to make, assemble and decorate a teacup for a celebration, e.g. the coronation of King Charles III | | |
| **Introduction** |  |  |
| This is one of a series of resources designed to allow learners to use the theme of a celebration, such as the coronation of King Charles III, to support the delivery of key topics within the primary national curriculum for Design & Technology. This resource focuses on building and decorating a commemorative cup to celebrate the coronation of King Charles III, using air-drying clay, but you can adjust to suit any celebration. | | |
| **Purpose of this activity**  In this activity learners will develop their hands-on practical skills. Learners will use air-drying clay to make a commemorative cup for the coronation of King Charles III, using a coil pot method.  This activity could be used as a main lesson activity to teach learners about manipulating materials to make products. | | |
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| **Activity** |  | **Teacher notes** |
| **Introduction (10-15 minutes)**  Teacher to explain that learners are going to make a commemorative cup for the coronation of King Charles III using air-dry clay.  Teacher to hand out equipment needed for the task to the learners.  **Making the commemorative cup**  **(40-60 minutes)**  Teacher to demonstrate the steps shown in the teacher presentation and listed below:   * Step 1 – Learners to prepare their mould using a yoghurt pot covered in clingfilm. * Step 2 – Learners to roll their clay into snakes. Then coil the snake coils around on the outside of the yogurt pot. * Step 3 – Smooth the clay so the coils can no longer be seen. * Step 4 – Learners to make the cup handle by rolling another snake of clay. Squash the ends of the clay and use water to stick the handle to the cup. Allow the cup to dry (at least overnight). * Step 5 – Remove the cup from the mould by carefully holding the clingfilm and easing the cup from the yogurt pot. Use paint and felt tip pens to decorate the cup with learner’s own designs.   Learners to complete each step to conduct the activity for themselves. The teacher presentation could be left on the whiteboard as a supporting guide as they do this.  **Discussing the results of the activity (10-15 minutes)**  Learners to share their completed commemorative cup with the class. Discuss what went well and how they could improve their cups. |  | Step 1 – Learners could also use half a large potato as an alternative to the yoghurt pot. Make sure a regular shaped potato is used. This can be composted after use. Make sure learners do not eat the raw potato.  Step 3 – Learners can mix a bit of the clay with water and smooth over the surface to make a smoother finish.  Step 4 – Teacher may wish to use a tray to collect the cups and allocate a drying area for them overnight.  Step 6 – Learners may use felt tip pens or acrylic paint to decorate their cup. |
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| **Differentiation** |  | |  |
| **Basic** |  | | **Extension** |
| * Provide learners with pre-rolled clay snakes. |  | | * Learners to add decoration to the inside of the cup. * Watch the video: YouTube: 2020 Mazda CX-30 – Building a car from clay: https://www.youtube.com/watch?v=7N5ibgD8Z1A |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| * Air-dry clay * Yogurt pots or potatoes * Felt tip pens * Acrylic paint * Small container for water/clay mix |  | | icon-ppt Presentation: make a diy clay teacup |
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| **Additional websites** |  | |  |
| * **The official royal website for the coronation:** <https://www.royal.uk/coronation> * **YouTube: Air-dry clay coil pot**: <https://www.youtube.com/watch?v=pmO3NKGNk7Q> * **YouTube: 2020 Mazda CX-30 – Building a car from clay:** <https://www.youtube.com/watch?v=7N5ibgD8Z1A> | | | |
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| **Related activities (to build a full lesson)** |  | |  |
| **Starters** (Options)   * Discuss what commemorative products do learners know of - have they got any at home? | | **Extension** (Options)   * Learners to add decoration to the inside of the cup. * Watch the video: YouTube: 2020 Mazda CX-30 – Building a car from clay: https://www.youtube.com/watch?v=7N5ibgD8Z1A   **Plenary**   * Learners share their completed commemorative cups with the class. Discuss what went well and how they could improve their cups. | |
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| **The Engineering Context** film |
| * Engineers use clay to make 3D models of structures and even products like cars. Automotive engineers will make clay models of new cars to test how streamlined they are in wind tunnels. |

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| **Curriculum links** | |
| **England: National Curriculum**  Art and Design  KS2   * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]   Design and Technology  KS2 Make   * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | **Northern Ireland Curriculum**  KS2 – The Arts  Art and Design   * Use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction. * Make drawings, paintings and three-dimensional objects using a range of techniques and approaches * appreciate how to use the mark-making properties of media such as charcoal, graphite, ink, felt-tip pens, tempera or poster paints to achieve a desired outcome * use modelling and construction techniques to make three-dimensional work |
| **Scotland: Curriculum for Excellence**  Technologies  Craft, Design, Engineering and Graphics  TCH 2-09a  TCH2-11a | **Wales: National Curriculum**  Design and Technology  KS2 Making   * measure, mark out, cut, shape, join, weigh and mix a range of materials and ingredients, using appropriate tools/utensils, equipment and techniques. |
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| **Assessment opportunities** | | |
| * Formal teacher assessment of practical skills through observation of learners. | | |
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