

Fossil impressions

Primary • Years 1–3

Ages 5–8

1 × 60 min

150 g Stone Grey per student

Whole class

RM 5.90/student

LEARNING OBJECTIVES

- Name and sort textures — rough, smooth, ridged, bumpy.
- Press found objects to make a clear, deliberate imprint.
- Control pressure and placement (fine motor).
- Describe their tile using new texture words.

MATERIALS

- Air Dry Clay Stone Grey, 150 g each
- Shells, leaves, bark, buttons — one tray per table
- Rolling pin or smooth bottle
- Boards and spatulas

CURRICULUM LINKS

PSV (KSSR) Tahun 1–3 • Bahasa Seni Visual: jalinan, ruang (SP 1.1.2) • Membentuk dan Membuat Binaan (SP 2.1.3)

Cambridge Experiencing • Making

Skills Observation, sensory vocabulary, fine motor

THE LESSON

- 1 Touch first.** Pass the object tray. Students describe each texture with eyes closed — build the word bank on the board.
- 2 Roll a slab about 1 cm thick.** Corners don't matter; fossils are not tidy.
- 3 Compose.** Arrange 3–5 objects on the slab before pressing anything.
- 4 Press and lift.** Firm, straight down, slow lift. Compare: which imprint is crispest, and why?
- 5 Sign it** — initials pressed into a corner, like a real palaeontologist.
- 6 Shelf to dry for 24–48 h.** Next lesson, hold a two-minute "fossil museum" walk-through.

ASSESSMENT NOTE

Can the student name three textures, and point to the imprint that shows each one? Listen during the museum walk — the vocabulary is the evidence.

STRETCH IT

Dry-brush the tile with one colour of tempera so imprints catch the paint — an instant lesson on how relief creates shadow.

LOCAL TWIST

Swap generic shells for local texture: hibiscus leaves, ketupat weave, kuih moulds, batik blocks. The word bank becomes bilingual for free.

Pinch-pot pals

Primary · Years 3–4

Ages 8–10

2 × 45 min

200 g White or Terracotta

Pairs

RM 7.80/student

LEARNING OBJECTIVES

- Form an even-walled pinch pot from a single ball.
- Join parts securely by scoring and wetting.
- Turn a pot into a character — ears, tails, feet.
- Plan before making: one sketch, then build it.

MATERIALS

- Air Dry Clay White or Terracotta, 200 g each
- Spatula sets and water pots between pairs
- Session 2: tempera or acrylic, brushes

CURRICULUM LINKS

PSV (KSSR) Tahun 3–4 · Membentuk dan Membuat Binaan (SP 2.1.3); produk rekaan kreatif (SP 3.1.4). Direct preparation for Tahun 5 SP 2.1.9 — picitan is the first technique the DSKP names

Cambridge Making · Reflecting

Skills Construction, planning, peer feedback

THE LESSON

- 1 Sketch the pal.** One minute, one animal, no rubbing out. The sketch is the contract.
- 2 Ball and pinch.** Thumb into the centre, then pinch and turn, pinch and turn — walls as even as a biscuit.
- 3 Make the parts.** Roll coils and balls for ears, paws, tail. Small parts dry fastest, so keep them chunky.
- 4 Score, wet, press.** Scratch both surfaces, add a drop of water, hold for five seconds. Test: a gentle wiggle — nothing falls.
- 5 Smooth and shelf.** Fingertip-smooth the joins; dry 48 h.
- 6 Session 2 — paint.** Base coat first, details when dry. Pairs swap pals and write one compliment.

ASSESSMENT NOTE

Pick up every pal (gently). Joins that survive the lift show scoring was understood — that one technique is the whole game at this age.

STRETCH IT

Fast finishers build a pinch-pot house for their pal — same technique upside down, and a sneaky introduction to architecture.

Starry lanterns

Primary • Years 5–6

Ages 10–12

2 × 60 min

350 g Pure White per student

Individual

RM 13.70/student

LEARNING OBJECTIVES

- Build a hollow form with walls that stand.
- Use negative space as the design element.
- Cut safely and deliberately with a spatula.
- Evaluate: does the design work when lit?

MATERIALS

- Air Dry Clay Pure White, 350 g each
- Spatula sets; star and circle cutters optional
- LED tea lights only — never a flame

CURRICULUM LINKS

PSV (KSSR) Tahun 5 • stabail dan model (SP 2.1.7, 2.1.8) — teknik cantuman, luakan, ikatan, binaan. Run as tembikar and it also delivers SP 2.1.9 via kepingan and lingkaran

Cambridge Thinking & Working Artistically

Skills 3D construction, design intent, evaluation

THE LESSON

- 1 Plan the sky.** On paper, arrange stars and dots around a rectangle — the unrolled lantern wall.
- 2** Build a fat pinch bowl — this one wants thick 1.5 cm walls, so it stands and takes cutting.
- 3** Let it firm up for 20 minutes (teach the term "leather-hard") while students refine their patterns.
- 4 Cut the windows.** Spatula tip for stars, pencil end for dots. Push-through, don't drag.
- 5** Smooth the rim, check it sits flat, dry 48 h.
- 6 Light it.** Session 2: LED tea light in, classroom lights off. Evaluate — which cut-outs glow best, and why?

ASSESSMENT NOTE

The lit test is the rubric: walls stand, light escapes where the student intended. Ask each child to name one cut they would move — that's evaluation, evidenced.

STRETCH IT

Time the unit before a school fair or festival season — lanterns make a proud family gift, and a ready-made exhibition table.

LOCAL TWIST

Run it as a festival unit and it earns its place in three terms. October–November: Deepavali lamps — rows of small cut-outs glow like a vilakku. December: Christmas star lanterns and tea-light holders — the strongest family-gift week of the year. January–February: CNY lanterns — circle cut-outs and a red-and-gold paint session. The corridor display does next year's marketing for you.

Relief tiles

Secondary · Years 7–8

Ages 12–14

3 × 55 min

300 g Stone Grey per student

Individual

RM 11.70/student

LEARNING OBJECTIVES

- Research pattern traditions and cite an influence.
- Translate a drawn motif into three carved depths.
- Handle carving tools with control and intent.
- Reflect on how relief changes with light.

MATERIALS

- Air Dry Clay Stone Grey, 300 g each
- Plastilina for a quick carving warm-up
- 5-piece spatula sets; reference images

CURRICULUM LINKS

PSV / KSSM

Tingkatan 3 Seni Arca — timbunan is listed among the bentuk arca (SP 4.1.5); SP 4.2.1 names tanah liat in its media list. KSSR Tahun 5 ragam hias (SP 3.1.5)

MYP Arts

A Investigating · B Developing

Context

Peranakan tiles, songket geometry, William Morris; DSKP ragam hias — itik pulang petang, tampuk manggis, bunga cengkih

THE LESSON

- Session 1 — research.** Collect three pattern traditions; Malaysia's Peranakan shophouse tiles are a rich local start. Sketch a 10 × 10 cm motif.
- Warm up in Plastilina: carve the motif's hardest corner in five minutes. It never dries, so mistakes cost nothing.
- Session 2 — slab.** Roll 1.5 cm thick, trim square, transfer the sketch by tracing over it with a pencil.
- Carve three depths: background lowest, midground, surface highest. Depth is what makes it relief, not drawing.
- Refine edges, soften crumbs with a damp sponge, dry 48 h.
- Session 3 — rake light.** One torch, lights off: photograph each tile side-lit. Annotate: where does the shadow do the work?

ASSESSMENT NOTE

Mark the photograph, not just the tile: a side-lit image showing three distinct depths evidences criterion B. The citation of influence covers criterion A.

STRETCH IT

Mount the class set as one wall panel — sixteen tiles read as a single commissioned artwork at the school entrance.

Standing planters

Secondary • Years 8–9

Ages 13–15

4 × 55 min

500 g Terracotta per student

Individual

RM 19.60/student

LEARNING OBJECTIVES

- Respond to a brief where form must serve function.
- Iterate: three Plastilina maquettes before the build.
- Combine slab and coil construction at scale.
- Evaluate the outcome against the brief, in writing.

MATERIALS

- Air Dry Clay Natural Terracotta, 500 g each
- Plastilina Classic for maquettes
- Spatulas, water pots; one small succulent per student (or paper stand-in)

CURRICULUM LINKS

PSV (KSSR) Tahun 4 • produk kreatif in Membentuk dan Membuat Binaan (SP 3.1.4) — assessed on fungsi, reka bentuk, kesesuaian media, ketahanan, kos, keselamatan dan nilai komersial

MYP Arts B Developing • C Creating • D Evaluating

Skills Design cycle, iteration, written evaluation

THE LESSON

- The brief: a planter for one succulent, that stands on legs, holds its soil, and has personality. Constraints breed ideas.
- Session 1 — iterate.** Three palm-sized Plastilina maquettes, ten minutes each. Peers vote which one deserves to exist.
- Session 2 — build the body.** Slab base, coiled or slab walls, scored joints throughout. Walls 1 cm minimum.
- Add the legs — thick, splayed, tested against a gentle push before they're blended in.
- Session 3 — surface.** Carved stripes, pressed texture or painted blocking after drying. One idea, executed cleanly.
- Session 4 — plant and defend.** Pot the succulent. Each student writes 100 words: what the brief asked, what changed, what they'd redo.

ASSESSMENT NOTE

Keep the maquettes beside the final piece when marking — the distance between attempt one and the outcome is criterion B evidence, made visible on one table.

STRETCH IT

Run it as a "client" project: another teacher writes the brief and judges delivery. Instant authenticity, zero extra prep.

LOCAL TWIST

Brief variant — "a planter for the school's Merdeka garden." Same design cycle, national-day exhibition slot in August.

Cost per student is clay only, at the entry education tier (RM 39.10/kg, 2026/27) — deeper package tiers bring it lower. Not a quotation. Plastilina and tools are reusable and are not a per-student cost.

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Sculptural maquettes

IGCSE • IB DP • Years 10–13

Ages 14–18

6–8 h independent unit

500 g+ any colour, plus Plastilina

Individual

RM 19.60+/student

LEARNING OBJECTIVES

- Sustain an investigation from theme to resolved form.
- Use maquettes as documented, comparable iterations.
- Select media deliberately and justify the choice.
- Present process evidence to examination standard.

MATERIALS

- Plastilina for rapid studies — reusable across the cohort
- Air Dry Clay, colour chosen by the student, 500 g+
- Camera or phone; process journal

CURRICULUM LINKS

KSSM PSV	Tingkatan 5 Seni Arca (6 jam min.) • aliran, gaya, pengarca dan karya (SP 4.1.1); tema, tajuk dan pewujudan idea melalui lakaran (SP 4.2.1); menghasilkan karya seni arca (SP 4.3.1)
IGCSE 0400	AO1–AO4, mapped below
IB DP	Art-making inquiry portfolio evidence; resolved-artworks candidate piece
AO1 Record	first-hand source studies and photographed texture work
AO2 Explore	Plastilina vs Air Dry tests; surface treatment trials
AO3 Develop	the three annotated maquette iterations
AO4 Present	resolved final piece with personal statement

THE LESSON

- 1 Theme.** Students choose one word — Fragments, Growth, Shelter, Balance — and gather first-hand source material: photos, rubbings, found textures.
- 2 Record.** Texture and form studies pressed and modelled from their sources. Photograph everything against plain paper.
- 3 Iterate.** Three Plastilina maquettes exploring the theme in genuinely different directions. Annotate what each attempt taught.
- 4 Commit.** Select one direction, argue the choice in the journal, and resolve it in Air Dry Clay at 2–3× maquette scale.
- 5** Surface decision: raw clay, painted, or sealed — justified against the theme, not habit.
- 6 Present.** Final piece beside its three maquettes and journal spread — a complete AO trail on one exam table.

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