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| **Making a diya** | | |
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| Making a ghee lamp for Diwali | | |
| **Subject(s):** Design & Technology, Art & Design, Religious Education  **Approx time:** 50 - 90 minutes plus drying time |  | **Key words / Topics:**   * clay * Diwali * diya * lamp * pottery |
| **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 understand how structures are made using clay. * To be able to make and decorate a diya lamp for Diwali. * To be able to light and use a diya lamp safely. | | |
| **Introduction** |  |  |
| This is one of a series of resources designed to allow learners to use the theme of Diwali to develop their knowledge and skills in Design & Technology and Art. This resource focusses on making, decorating and safely using a diya. A diya is an oil lamp that represents the triumph of light over dark, and good over evil. They are traditionally made from clay or mud, with a cotton wick dipped in ghee.  Lots of people across the world celebrate Diwali, which is known as the festival of lights. Can you make a diya lamp for use during the celebrations? | | |
| **Purpose of this activity**  In this activity, learners will make a diya lamp using air drying clay. They will first create a pinch pot before making this into the shape for the diya. Once dry, they will design and decorate the lamp by adding colour and then use it to see how well it works.  This could be used as a one-off main lesson activity to develop making skills with air drying clay. Alternatively, it could be used as a part of a wider scheme of work to develop designing and making skills in Design & Technology and Art, or to build links with Religious Education. | | |
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| **Activity** |  | **Teacher notes** |
| **Introduction and what is a diya? (10-20 minutes)**  Teacher to introduce the activity and resources required. Teacher to explain what is meant by a diya, how it links to the Diwali theme and why they are used.  Teacher to explain that learners are going to make and decorate their own diya lamp for use during the Diwali celebrations.  **Making the Diya (30-50 minutes)**  Teacher to demonstrate steps shown below and on the presentation. Learners to then follow these steps to produce their own diya lamp.   * Make a pinch pot - Break off a lump of air-drying clay. Roll into a large ball. Use your thumb to create a well in the clay. * Shape the pinch pot into a diya - Using fingers, carefully shape the sides of the pot. Create a spout, forming the pot into a tear shape. Create a design around the top of the pot by using the tip of a paint brush or pen. * Finish the diya - Allow the pot to dry. Add colour - use bright colours that contrast dramatically. Add a design to the centre of the pot with a pen.   **Using the Diya (10-20 minutes)** ⚠  With adult supervision, learners to use a tea light to create the lighting for the lamp. Alternatively, the diya could be filled with melted ghee and a wick used from a tea light. |  | **Introduction**  The teacher may wish to introduce or discuss the wider theme of Diwali prior to learners completing this activity.  **Making the diya**  The formed diya should be left overnight or longer to dry before decoration.  **Finishing the diya**  Felt tip pens or paints could be sued to add colour to the finished lamps. Encourage learners to be creative!  **Using the diya** ⚠  Learners should be fully supervised when lighting and using the diya as there is the potential for burns or fire if this is not done safely. Hands should be kept away from the lit part of the lamp and the lamp itself placed where it will not be knocked over. |

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| **Differentiation** |  | |  |
| **Basic** |  | | **Extension** |
| * Produce the pinch pots in advance for learners to shape into a diya and decorate. * Provide templates for learners to use when decorating and finishing their diya lamps. |  | | * Create different designs using coloured clay. * Research other types of lighting that could be produced for Diwali, e.g. electrical/electronic tea lights. |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| * Air drying clay * Paint brush or pen * Felt tip pens or paints suitable for use on dried clay * Tea lights and tea light wicks * Melted ghee (optional) * Small container for water/clay mix |  | | icon-ppt Presentation – diya |
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| **Additional websites** | | | |
| * **Wikipedia – Diwali:** Information about the Diwali festival and its history. <https://en.wikipedia.org/wiki/Diwali> * **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 history and traditions associated with Diwali. * Analyse existing examples of ghee lamps. | | **Plenary**   * Learners share their completed lamps with the class. Discuss what went well and how they could improve their lamps. | |

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| **The Engineering Context** |
| * 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. * KS2 make - 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.   **Religious Education**  Although RE is compulsory in state-maintained schools, there are no set national curriculum requirements. This activity could however be used to support its teaching. E.g. when looking at different religious festivals. | **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. * TCH 2-11a. | **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 summative assessment of completed work by the teacher. * Peer assessment and feedback on lamps produced. | | |
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