

A day in the life of an apprentice

KS 1-3

National Curriculum:

English: discuss sequence of events and how items of information are related; adopt, create and sustain a range of roles, responding appropriately to others in role; improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama

Materials needed: Student sketchbooks and pencils for taking notes (optional)

Key Questions: What is an apprentice? What does an apprentice need to know?

Learning Objectives: Students will role play the job of a pottery apprentice using kinetic and haptic knowledge to understand the tasks involved in producing pottery.

Edited by Jillian Echlin, October 2017

Activity:

- 1) Explain that being an apprentice at the pottery is like being a student and having a job at the same time! For many years, that was how people learned trades like pottery. An apprentice learns all of the different parts of the job so they can start their own workshop later, and makes pottery for the studio to sell.
- 2) As your students tour the museum, ask them to pay attention to all the different tasks they hear or see that need to be done in order to run the pottery. Some suggestions might include:
 - Ordering the clay, delivering the clay, mixing the clay, preparing the clay, wedging the clay, throwing the pots, loading and unloading the bisque kiln, glazing the pots, loading and unloading the glaze kiln, having a critique at the fireplace, doing a demonstration for a group of students...
- 3) In small groups or with adult leaders as scribes, write down the activities as they encounter them. (As you enter each room, or after your tour, give verbal reminders of the task). Discuss together, and give the students 10-15 minutes to plan a mini-skit (1-3 minutes) of a day in the life of an apprentice. Remind the students to be respectful of the displays and other visitors and ask them to mimic the action only!
- 4) For large groups, divide up the students and assign each one a time of day (morning, afternoon, evening etc.) or process (making, glazing, firing etc.) to act out. Move with the whole group through the site, watching each small group perform. This can also be done upon returning to the classroom.
- 5) For younger students, rather than waiting until the end, point out activities as you come to each new location and have one or two students role play the action of the apprentice for the class.
- 6) Alternatively, students could take turns acting as the apprentices and be interviewed by the class about their role.