JOVI

For art educators & Guru PSV

SCHOOL PROGRAMME · 2027/28

JOVI School Programme

A clay and modelling guidebook for art teachers — six ready-to-teach units from Primary to IGCSE and IB, mapped to KSSR and KSSM Pendidikan Seni Visual as well as Cambridge, IGCSE 0400 and IB — with materials, quantities and honest cost per student in one place.



Primary · Years 1–6

Secondary · Years 7–9

IGCSE 0400

IB MYP & DP

KSSR & KSSM PSV

JM BRANDS · MALAYSIA

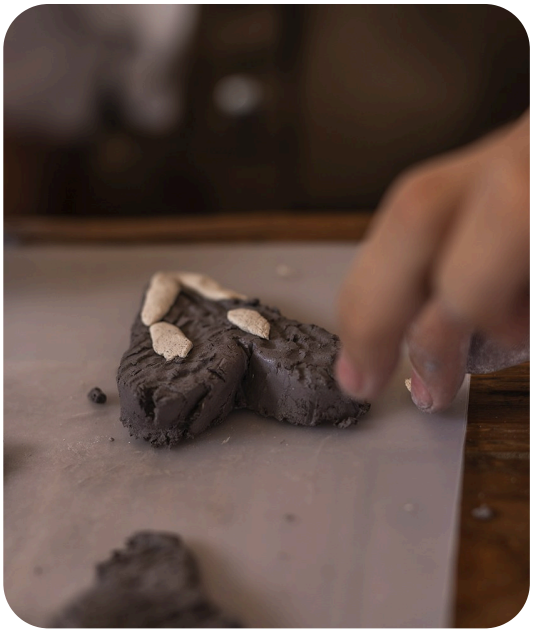
Why clay belongs in every art room

Clay is the most direct art material there is. No screen, no eraser — just hands, an idea, and a block of possibility. It builds fine motor control in Year 1, design thinking in Year 8, and portfolio-ready personal work at IGCSE and IB.

The problem has never been the pedagogy. It has been the logistics: kilns most schools don't have, glazes budgets can't stretch to, and lesson prep no timetable allows. JOVI Air Dry Clay removes all three — it dries to a paintable, durable finish in 24–48 hours on a classroom shelf. Plastilina never dries at all, so sketching in 3D is finally as cheap as sketching on paper.

This guidebook gives you six classroom-tested units, mapped to KSSR and KSSM Pendidikan Seni Visual as well as Cambridge Primary, IGCSE 0400 and IB criteria, plus honest guidance on quantities, storage and cost. Use it as a scheme of work, a menu, or a starting point — then tell us what your art room needs.

The JOVI Schools Team
JM Brands · Kuala Lumpur, Malaysia



INSIDE THIS GUIDE

Materials at a glance 04
Finishing & paint 06
Classroom setup & safety 07
Clay in the tropics 08
Curriculum map 09
Clay in the Malaysian syllabus 10
Primary units 12
Secondary units 16
IGCSE & IB unit 19
Every unit, every framework 21
What a unit costs 22
How we support you 23

How the programme works

Three steps from first curiosity to a fully stocked art room. No commitment at any point until you ask us for a quote, and a real person at JM Brands throughout.

1

Meet

WhatsApp us your year group. We set up a 30-minute chat at your school or online: walk the unit plan, agree quantities, ask us the awkward questions. Then your free evaluation pack ships within 5 working days.

2

Teach

You run the demo lesson with your own class — the plan is written to work first time. Want an extra pair of hands for portioning and joins? We'll gladly come along.

3

Grow

After the drying shelf gives its verdict, we follow up. Pick the units you want to teach and we quote in MYR against your budget cycle. Education pricing runs in three tiers — the further ahead you plan, the deeper the tier, for exactly the same clay.



Air Dry Clay

Real clay feel, zero kiln. Models air-dry solid in 24–48 hours, then take tempera, acrylic or varnish beautifully.

Air dries 24–48 h | No kiln needed | Natural ingredients | Paintable when dry | Ages 3+



Pure White
The all-rounder. Paints true to colour.



Stone Grey
Reads like fired stoneware. Great for texture work.



Natural Terracotta
Warm earthenware look, no glaze required.

FORMAT	BEST FOR	TYPICAL CLASS USE
250 g pillow pack	Small studies, jewellery, test tiles	1–2 students, or a sample
500 g pillow pack	One primary project per student	2–3 students on Units 1–2
1 kg pillow pack	Secondary builds and shared class stock	2 students on Unit 5, or 6 on Unit 1

Schools buy at education rates, not retail. Rates run in three tiers and are quoted to your cohorts — see **What a unit costs** on p.22, then ask us for the JOVI Schools Price List for your year groups.

GOOD TO KNOW

- Thicker walls need the full 48 h — turn pieces once so bases dry too.
- Reseal opened packs tightly; a damp cloth in the bag keeps clay workable for weeks.
- Join parts with a little water and scoring — same habit as kiln clay.
- Finished work is durable indoors; varnish adds wipe-clean strength.

Plastilina & modelling tools

Plastilina is the sketch material that makes Air Dry results better: vegetable-based modelling clay that never dries, so a design is tested, squashed and rebuilt before a gram of Air Dry Clay is committed.

Never dries · Vegetable based · Gluten free · Reusable for years



Plastilina Classic 10
10 × 15 g bold colours



Plastilina Pastel 6
6 × 50 g soft palette



Spatulas · 3-piece
Cut, carve and smooth — primary hands



Spatulas · 5-piece
Finer profiles for detail work



Plastilina Tray 10
10 × 50 g assorted colours · ref 70/10S



Display Box 30 · Basic
30 × 50 g · 5 colours × 6 · ref 70B



Display Box 30 · Assorted
30 × 50 g · 15 colours × 2 · ref 70S

USE IT FOR	WHY IT WORKS
Warm-ups	Two-minute texture and form drills before the main task
Maquettes	Iterate a design 3 times before committing Air Dry Clay
Stop-motion	Holds a pose under lights; re-poses without cracking

GOOD TO KNOW

- Store sticks in their tray at room temperature — cold Plastilina warms in the hands in a minute.
- Colours blend by kneading: make your own secondary palette.
- Spatulas work on both materials, and wash clean in water.

Finishing: paint it, seal it, keep it

Every unit in this book ends with paint. Here is what works on JOVI Air Dry Clay, and how to choose between them.

Education pricing for schools | One-coat cover on dry clay | Made in Spain



Gouache Tempera · 505
The primary-school workhorse: one-coat cover, washes off hands and tables. Units 1–3.



Acrylic · assorted · 670
Richer colour and water resistance for display pieces. Units 4–6.



Acrylic · 250 ml · 680
Single colours at class volume — base coats and school house colours.

ART	PRODUCT	PACK	USE IT ON
505	Gouache Tempera	5 × 35 ml + brush	Units 1–3 · the primary workhorse
540	Finger Paint · standard	5 × 35 ml	Ages 2+ · washes off skin and textiles
540B	Finger Paint · pastel	6 × 35 ml	Ages 2+ · softer palette
670	Acrylic Paint · assorted	6 × 35 ml + brush	Units 4–6 · display and exhibition work
680	Acrylic Paint · single colour	250 ml bottle	Base coats and school house colours

Finger Paint (540 / 540B) is the ages 2+ option and washes off skin and textiles; gouache tempera washes off skin and non-porous surfaces only, so treat textile marks promptly. Paint is quoted at education rates alongside your clay — ask for the JOVI Schools Price List.

TECHNIQUE NOTES

- **Wait for chalk-white.** Paint lifts and goes patchy on clay that is still damp inside — see the drying page (p.8).
- **Dry-brushing** (Units 1 and 4): drag a nearly-dry brush across relief — high points catch colour, shadows stay. One colour, instant drama.
- **Varnish or PVA seal** gives wipe-clean strength for planters and anything going home in a school bag.

Order paint with your clay

Paint comes as one add-on line on the same purchase order as your clay — no separate requisition, no second delivery, and the same education rate whichever tier your clay sits in. Tell us which units you are teaching and we will size it: roughly one 505 pack per six students for Units 1–3, one 670 per four students for display work in Units 4–6.

Set up your clay classroom

Fifteen minutes of setup buys you a calm lesson and a five-minute cleanup. Here is the routine our partner schools use.

BEFORE THE CLASS

- One board or place-mat per student — dried clay lifts straight off.
- Portion clay in advance with a spatula; a 1 kg pack splits cleanly into weighed blocks.
- One water pot and sponge between two students, for joins and smoothing.
- Name-stamp every piece before it leaves the table — a pencil initial on the base works.
- Clear a drying shelf out of direct sun; pieces sit for 24–48 h.

SAFETY, BRIEFLY

- Both materials are non-toxic, vegetable based and gluten free — formulated for ages 3+.
- No kiln, no heat, no dust extraction needed. Wash hands after the lesson.
- Clay washes out of uniforms with cold water; aprons still recommended.



PROJECT	CLAY PER STUDENT
Fossil impressions	**150 g** · Stone Grey
Pinch-pot pals	**200 g** · White or Terracotta
Starry lanterns	**350 g** · Pure White
Relief tiles	**300 g** · Stone Grey
Standing planters	**500 g** · Terracotta
IGCSE / IB maquettes	**500 g+** · student's choice

Note the spread: a lantern takes more than twice the clay of a fossil tile. When budgeting a mixed year, count grams per unit — not packs per class. We do this maths for you in every quote.

Clay in the tropics: drying & troubleshooting

The 24–48 h on the pack is for standard conditions. At 75–85% humidity, plan your timetable around these numbers instead — and tell your students that broken does not mean ruined.

PROJECT	AIRCON ART ROOM	NON-AIRCON ROOM	MONSOON SEASON
Fossil tiles · 150 g, flat	24–36 h	36–48 h	48 h+
Pinch-pot pals · 200 g	36–48 h	48–60 h	60 h+
Lanterns & tiles · 300–350 g	48–60 h	60–72 h	72 h+
Planters & maquettes · 500 g+	60–72 h	72–96 h	plan a week

READING THE SHELF

- **The test:** fully dry clay is chalk-white (or evenly pale for colours), room-temperature against your cheek, and sounds hollow when tapped. Cool means still damp inside.
- **Turn every piece at half-time** so bases dry — the shelf side is always last.
- A fan in the room helps. Direct sun and aircon vents blowing straight onto pieces cause cracks: airflow yes, blast no.
- **Plan the timetable around it:** paint sessions go 3–4 school days after building, not "next lesson". The unit plans in this book already allow for this.

WHEN SOMETHING GOES WRONG (IT WILL — HERE'S THE FIX)

- **Cracks while drying** — usually thick-meets-thin joints drying at different speeds. Prevent with even walls (Unit 2 teaches this). Repair: work a paste of clay and water into the crack, smooth, re-dry.
- **A part snaps off after drying** — white glue (PVA). Hold 60 seconds, dry overnight, paint hides the seam. Tell students on day one: broken ≠ ruined.
- **Clay too dry while working** — knead in water a few drops at a time. Too sticky — rest it on the board for 10 minutes.
- **Piece stuck to the desk** — that is what the boards are for. Recovery: slide dental floss or fishing line under the base.
- **Opened packs in tropical heat** — press out air, seal tight, airtight box, cool cupboard, use within the term. A damp cloth in the bag keeps clay workable for weeks. If a pack smells sour or shows mould spots, discard it — do not hand it to a class.
- **Paint lifting or patchy** — the piece was not fully dry. Wait for chalk-white; tempera and acrylic both cover in one coat on properly dry JOVI clay.

Planning tembikar or arca work? Put the painting lesson three to four school days after the building lesson, not in the same week. The timetable, not the clay, is usually what breaks a unit.

One material, every stage

The six units in this guide form a ladder: each stage deepens the same core skills — observing, making, refining, reflecting — in the language of your framework.

STAGE	YEARS	FOCUS	FRAMEWORK LINK
Lower Primary	1–3	Texture, touch vocabulary, fine motor control	**PSV KSSR Tahun 1–3** — Bahasa Seni Visual (jalinan, ruang); Kemahiran Seni Visual Cambridge Primary Art & Design — Experiencing, Making
Upper Primary	4–6	Form, joining techniques, function and negative space	**PSV KSSR Tahun 4–5** — Membentuk dan Membuat Binaan; **SP 2.1.9 tembikar** (Tahun 5) Cambridge Primary — Making, Reflecting, Thinking & Working Artistically
Lower Secondary	7–9	Pattern research, relief carving, the design cycle	**KSSM PSV Tingkatan 3** — Seni Halus › Seni Arca (3 jam min.) IB MYP Arts criteria A–D
IGCSE	10–11	Personal investigation from study to resolved piece	**KSSM PSV Tingkatan 5** — Seni Halus › Seni Arca (6 jam min.) Cambridge IGCSE Art & Design 0400, AO1–AO4
IB Diploma	12–13	Sustained sculptural practice with documented process	IB DP Visual Arts — art-making inquiry portfolio & resolved-artworks evidence

All four frameworks assess the same four moves. KSSM PSV calls them **Persepsi Seni › Eksplorasi Seni › Ekspresi Seni › Apresiasi Seni**; IGCSE 0400 calls them Record › Explore › Develop › Present; IB MYP calls them Investigating › Developing › Creating › Evaluating. Look › try › make › judge. One unit, planned properly, evidences all of them.

HOW TO READ THE LESSON PAGES

Ages 8–10 who it suits · **2 × 45 min** sessions × length · **200 g per student** material budget · **Pairs** grouping

Per-student figures on the unit pages use the entry education tier, so a deeper tier only ever brings the cost below the printed number — see **What a unit costs** on p.22. Every unit ends with an assessment note and an extension idea, so the same plan stretches across mixed-ability classes.

CURRICULUM · MALAYSIA

Clay is already in your syllabus

Clay is not enrichment in the Malaysian curriculum. It is a named topic with allocated hours, in both KSSR and KSSM. We do not add anything to your scheme of work — we remove the kiln from it.

LEVEL	WHERE IT SITS	WHAT THE DSKP ASKS FOR
PSV Tahun 1	Membentuk dan Membuat Binaan · SP 2.1.3	boneka, mobail, model
PSV Tahun 3	Membentuk dan Membuat Binaan · SP 2.1.3, 3.1.4	mobail, boneka; produk rekaan kreatif dan inovatif
PSV Tahun 4	Membentuk dan Membuat Binaan · SP 1.1.3, 2.1.7, 2.1.8, 3.1.4	**arca**, diorama; produk berfungsi
PSV Tahun 5	Membentuk dan Membuat Binaan · SP 2.1.7, 2.1.8	stabail, model — teknik cantuman, luakan, ikatan, binaan
PSV Tahun 5	Mengenal Kraf Tradisional · **SP 2.1.9**	*"Meneroka penghasilan tembikar"* — suggested techniques **picitan, kepingan, lingkaran, acuan**
KSSM Tingkatan 3	Seni Halus › **Seni Arca**	**3 jam minimum setahun.** SP 4.2.1 names **tanah liat** in its own media list
KSSM Tingkatan 4	Seni Kraf › Seni Ukiran	10 jam minimum — Stone Grey suits carving practice
KSSM Tingkatan 5	Seni Halus › **Seni Arca**	**6 jam minimum setahun**

FOUR-FIFTHS OF THE PRIMARY PSV MARK IS MADE WITH HANDS

80% Kemahiran Seni Visual (40%) and Kreativiti dan Inovasi Seni Visual (40%) together carry 80% of the KSSR PSV weighting. Bahasa Seni Visual and Apresiasi Seni Visual carry 10% each.

Every one of these needs clay. Almost none of these schools has a kiln. That gap is the entire reason this programme exists.

Sumber: DSKP KSSR Pendidikan Seni Visual Tahun 1, 3, 4, 5 (Semakan 2017); DSKP KSSM Pendidikan Seni Visual Tingkatan 1, 3, 4 & 5. Bahagian Pembangunan Kurikulum, Kementerian Pendidikan Malaysia.

CURRICULUM · MALAYSIA

Tembikar tanpa tanur

SP 2.1.9 asks students to *explore the making of* pottery. Here is each of the four techniques the DSKP names, taught with Air Dry Clay — and which unit in this book already covers it.

DSKP	ENGLISH	HOW IT IS TAUGHT	TIME	UNIT
Picitan	Pinch	One ball, two thumbs, press outward while rotating. Walls about 1 cm.	40 min	U2
Kepingan	Slab	Roll flat between two guide sticks, cut, join by score-and-slip.	50 min	U4
Lingkaran	Coil	Roll ropes, stack, blend the inside seam. Builds taller than pinch allows.	60 min	U3
Acuan	Mould / press	Press into or over a bowl, kuih mould or batik block. Fastest for large classes.	30 min	U1

THE FORMS THE DSKP NAMES

- **Geluk** and **buyung** — pinch, then coil upward
- **Jambagan** and **labu** — coil-built throughout
- All four work at Tahun 5 scale: 200–350 g per student

THE MOTIFS THE DSKP NAMES

- Itik pulang petang · tampuk manggis · bunga cengkih
- Press or incise into leather-hard clay before drying
- No glaze, no firing — a wooden modelling tool is enough

ISTILAH DSKP – ENGLISH

Picitan	Pinch
Kepingan	Slab
Lingkaran	Coil
Acuan	Mould / press
Cantuman	Joining
Asemblaj	Assemblage
Luakan	Hollowing / carving
Binaan	Construction
Timbulan	Relief
Jalinan	Texture
Bentuk · Rupa	Form · Shape
Imbangan	Balance
Penegasan	Emphasis

Every technique in this book has a DSKP name. Use theirs in your rancangan pengajaran — the material is the same.

SAY THIS TO YOUR HEAD OF DEPARTMENT

Air Dry Clay produces a decorative vessel, not a watertight or food-safe one. For SP 2.1.9 — which asks students to *explore the making of* pottery — that is exactly the right material. Where a school has kiln access, use it. Where it does not, this is how the standard still gets taught properly instead of quietly skipped.

01

Primary Years 1 to 6

1 Fossil impressions — texture & touch · p.13

2 Pinch-pot pals — form & character · p.14

3 Starry lanterns — light & space · p.15

Short sessions, big sensory payoff. These three units build hand skills in a deliberate order — pressing, pinching, cutting — and every child takes something home that survives the school bag.



PRIMARY · YEARS 1–3

Fossil impressions

U1

Ages 5–8 | 1 × 60 min | 150 g Stone Grey per student | Whole class | RM 5.90/student

LEARNING OBJECTIVES

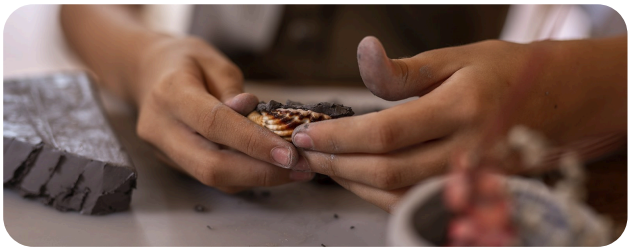
- Name and sort textures — rough, smooth, ridged, bumpy.
- Press found objects to make a clear, deliberate imprint.
- Control pressure and placement (fine motor).
- Describe their tile using new texture words.

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. **Shelve 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.

PRIMARY · YEARS 3–4

Pinch-pot pals

U2

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 shelve.** 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.

PRIMARY · YEARS 5–6

Starry lanterns

U3

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 a festive season — Deepavali, Christmas, Chinese New Year or Hari Raya. 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 across the school year. October: Deepavali LED lamps — rows of small cut-outs glow like a vilakku. December: Christmas star lanterns and LED tea-light holders — the strongest family-gift week of the year. January–February: Chinese New Year lanterns — circle cut-outs and a red-and-gold paint session. February–March: Hari Raya pelita — a row of small LED-lit lanterns for the open-house table. The corridor display does next year's marketing for you.

02

Secondary Years 7 to 9

4 Relief tiles — pattern & heritage · p.17

5 Standing planters — the design cycle · p.18

Now the material carries ideas. Both units run on the MYP design-and-respond rhythm: research, iterate in Plastilina, resolve in Air Dry Clay, and reflect on what changed along the way.



SECONDARY · YEARS 7–8

Relief tiles

U4

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 — timbulan 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

1. **Session 1 — research.** Collect three pattern traditions; Malaysia's Peranakan shophouse tiles are a rich local start. Sketch a 10 × 10 cm motif.
2. **Warm up in Plastilina:** carve the motif's hardest corner in five minutes. It never dries, so mistakes cost nothing.
3. **Session 2 — slab.** Roll 1.5 cm thick, trim square, transfer the sketch by tracing over it with a pencil.
4. **Carve three depths:** background lowest, midground, surface highest. Depth is what makes it relief, not drawing.
5. **Refine edges,** soften crumbs with a damp sponge, dry 48 h.
6. **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.

SECONDARY · YEARS 8–9

Standing planters

U5

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, kaedah binaan, ketahanan, kos, keselamatan, kemasan dan nilai komersial
MYP Arts	B Developing · C Creating · D Evaluating
Skills	Design cycle, iteration, written evaluation



THE LESSON

1. **The brief:** a planter for one succulent, that stands on legs, holds its soil, and has personality. Constraints breed ideas.
2. **Session 1 — iterate.** Three palm-sized Plastilina maquettes, ten minutes each. Peers vote which one deserves to exist.
3. **Session 2 — build the body.** Slab base, coiled or slab walls, scored joins throughout. Walls 1 cm minimum.
4. **Add the legs** — thick, splayed, tested against a gentle push before they're blended in.
5. **Session 3 — surface.** Carved stripes, pressed texture or painted blocking after drying. One idea, executed cleanly.
6. **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.

03

IGCSE & IB Years 10 to 13

6 Sculptural maquettes — a personal project · p.20

+ Assessment map, all frameworks · p.21

At examination level the material becomes a thinking tool. Plastilina makes iteration cheap enough to be honest; Air Dry Clay resolves the strongest idea into an exhibitable piece — no kiln booking between a student and a deadline.



IGCSE · IB DP · YEARS 10–13

Sculptural maquettes: a personal project

U6

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



THE PROJECT ARC

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.

ASSESSMENT OBJECTIVE MAP — IGCSE 0400

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

QUICK REFERENCE

Every unit, every framework

Pin this to the prep-room wall — the whole guide in one table, in your moderator's language.

UNIT	KSSR / KSSM PSV	CAMBRIDGE PRIMARY	IB MYP ARTS	IGCSE 0400	21ST-CENTURY SKILLS
1 · Fossil impressions	**Tahun 1–3** · SP 1.1.2, 2.1.3	Experiencing · Making	—	—	Sensory vocabulary, fine motor control
2 · Pinch-pot pals	**Tahun 3–4** · SP 2.1.3, 3.1.4 › Tahun 5 SP 2.1.9 (picitan)	Making · Reflecting	—	—	Planning, peer feedback
3 · Starry lanterns	**Tahun 5** · SP 2.1.7, 2.1.8, **2.1.9**	Thinking & Working Artistically	—	—	Design intent, evaluation
4 · Relief tiles	**Tingkatan 3** Seni Arca · SP 4.1.5, 4.2.1, 4.3.1	—	A Investigating · B Developing	foundations for AO1, AO2	Cultural research, craftsmanship
5 · Standing planters	**Tahun 4** · SP 3.1.4 · KSSM T3 Reka Bentuk Industri	—	B Developing · C Creating · D Evaluating	foundations for AO3	Iteration, written evaluation
6 · Sculptural maquettes	**Tingkatan 5** Seni Arca · SP 4.1.1, 4.2.1, 4.3.1	—	extends all criteria	AO1 · AO2 · AO3 · AO4	Independent inquiry, documentation

FOR IB DIPLOMA CLASSES

- Unit 6's maquette trail slots into the art-making inquiry portfolio — photograph every stage.
- Resolved Air Dry pieces are exhibition-eligible: durable, mountable, no firing logistics.

FOR PSV CLASSES

- Units 1–3 cover the KSSR Membentuk dan Membuat Binaan and Kraf Tradisional requirements for Tahun 1–5. Unit 3 closes **SP 2.1.9**.
- Units 4 and 6 carry the KSSM Seni Arca hours for Tingkatan 3 (3 jam) and Tingkatan 5 (6 jam).

Scan for the teachers' resource kit

Editable rubrics, printable A4 unit plans, a pre-filled risk-assessment template (EN71 / CE, non-toxic, no dust) and slide-ready process photos.

jmbrands.com.my/schools/resources

COST

What a unit costs

Clay cost **per student** at the entry education tier. Not a quotation — and a deeper tier only ever brings these numbers down.

#	UNIT	YEAR BAND · AGES	CLAY PER STUDENT	PER STUDENT	CLASS OF 24
1	Fossil impressions	Years 1–3 · ages 5–8	150 g Stone Grey	**RM 5.90**	3.6 kg
2	Pinch-pot pals	Years 3–4 · ages 8–10	200 g White or Terracotta	**RM 7.80**	4.8 kg
3	Starry lanterns	Years 5–6 · ages 10–12	350 g Pure White	**RM 13.70**	8.4 kg
4	Relief tiles	Years 7–8 · ages 12–14	300 g Stone Grey	**RM 11.70**	7.2 kg
5	Standing planters	Years 8–9 · ages 13–15	500 g Terracotta	**RM 19.60**	12.0 kg
6	Sculptural maquettes	Years 10–13 · ages 14–18	500 g+ by project	**RM 19.60+**	by project

A whole primary term — Units 1, 2 and 3 — costs RM 27.40 per student, and needs 16.8 kg for a class of 24; order 18 kg for portioning waste and second attempts. Plastilina and tools are reusable year on year — a one-off, not a per-student cost.

HOW EDUCATION PRICING WORKS — AND HOW TO PAY LESS

- **Three tiers, one product.** Every school buys below retail from the first order, and the tier deepens as you plan further ahead — one class for a term, an art room for a year, or the whole department. The only variable is planning horizon.
- **Start at the entry tier and move up at your next budget round**, once the drying shelf has settled the argument. Nothing is lost by starting small.
- **Tell us your cohorts** and we will show you which tier they land in and what it does to the figure.

Start with the free evaluation pack — 12 a term.

1 kg JOVI Air Dry Clay (colour matched to your sample unit) + 1 Plastilina pack + a modelling tool set + the printed sample unit plan, pre-portioned into ready-to-use student pieces — nothing to weigh out. One kilogram runs the sample unit with a small group: six students on Unit 1, two on Unit 5. Enough to judge the clay, not to run a full class — tell us your class size and we will quote the whole unit. No cost and no commitment. Twelve a term is our capacity.

WhatsApp +60 13-606 7062

Already stocked with another clay brand?

Send us your current materials list and class sizes — we reply within one working day with a like-for-like quotation at education rates.

Tailored quote · 1 working day

2027/28 entry-tier material costs, planning only — not a quotation. Excludes paint, delivery and SST. For tier rates, ask for the JOVI Schools Price List.

How we support your school

A programme is more than a delivery. A **programme school** is one that has placed a package order — these commitments come with every package. The evaluation pack is open to any school, package or not.

TRY BEFORE YOU BUY

Free evaluation pack

1 kg JOVI Air Dry Clay (colour matched to your sample unit) + 1 Plastilina pack + a modelling tool set + the printed sample unit plan, pre-portioned. One kilogram covers the sample unit with a **small group** — six students on Unit 1, two on Unit 5. Open to any school in Malaysia. Twelve a term.

BUDGET-FRIENDLY

Education pricing

Bulk rates reserved for schools, quoted in MYR against your procurement cycle. Mid-year top-ups at the same rate — no penalty for running out of grey in March.

ONE PERSON, NOT A HOTLINE

Dedicated account contact

Every school gets a named JM Brands contact on WhatsApp and email — for reorders, quantity advice, or a second opinion on which clay suits next term's unit.

CELEBRATE THE WORK

Art week sponsorship

When your students exhibit, we show up: sponsored materials for installations, prize packs for showcases, and co-branding kept tasteful and teacher-approved.

LEARN TOGETHER

Clay Across the Curriculum — staff workshop

A 90-minute hands-on session for your whole art team, at your school: techniques by year level, assessment evidence with clay, and honest material limits. Every participant receives a certificate of participation stating hours and learning outcomes, ready for your PD log. Included free for programme schools at the art-room and department tiers; available to any school on request.

BOOKING A DEMO LESSON

- WhatsApp your class size and year group to +60 13-606 7062 — we reply within one working day.
- We book a 30-minute meetup (at your school or online), then ship your evaluation pack within 5 working days — pre-portioned into student pieces, nothing to weigh out. One kilogram covers the sample unit with a small group (six students on Unit 1, two on Unit 5).
- Teach it with your class — invite us along if you'd like support on the day.
- Judge the results on your own drying shelf, then decide. That's the whole process.

Let's put clay on the timetable.

Request your free evaluation pack, or send us next term's scheme of work and we'll spec the materials for it. Planning lanterns for Deepavali, Christmas, Chinese New Year or Hari Raya? Clay needs to reach you about four weeks before the festival — so talk to us a term ahead.

WhatsApp	+60 13-606 7062
Schools desk	schools@jmbrands.com.my
Web	jmbrands.com.my/schools
Ships from	Shah Alam, Selangor

Recommended by educators · **Natural ingredients** · **No kiln needed**

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