

TEACHER: Sarah L. Donegan

LESSON PLAN #3

Unit: "Everybody Loves Clay"

Lesson Title: Smash Pots: Learning texture and manipulation

Contextual Factors:

Day #: 1 (intro to clay/ceramics)

Length of Period: 50mins

Grade: 10-12 (urban setting)

Class size: 22 (2 groups of 5, 2 groups of 6)

Adaptations: 1 student with disabilities in wheelchair, will need lower work station to work with clay. They will be apart of the 5 person group to give more access to wall.

Safety Considerations: Students will be working sharp tools. The tools will be in a container in the middle of each work station to avoid any potential mobile injury.

Learning Objectives (standards):

Students will:

- become aware of the clays properties and learn to break away from the "perceived" conventions of the medium by manipulation (stretching, pulling, smashing, using hands, tools and objects) to create texture and shape. (9.1.12.B)
- observe and be able to differentiate between functional and formal based art. (9.3.12.A)
- learn terminology that reinforces ceramic techniques and tool use to perform tasks in a safe manner. (9.1.12.H)

Materials, Resources, Technologies:

clay, water buckets, newspaper, cutting wires, toothpicks, bamboo skewers, plastic scrapers, plastic cups, sponges, watercolor/bamboo brushes, ceramic kiln/cones, smocks or large flannel shirts, note paper, pencils. loop and ribbon tools, ribs, modeling tools

Vocabulary:

Clay: earthly materials formed by the decomposition of granite

Leather hard: a condition where moisture has evaporated, but the clay is not totally dry

Green ware: hardened clay ready to be fired

Bisque: fired clay before it is

Kiln: a furnace or oven built of heat

Wedge: to pound (clay) in order to remove air bubbles.

Procedures/Lesson Body:

Demo-Lecture (10mins)

Students will:

- view slides of pottery and will listen to a short lecture on pottery and what the assignment entails, functional vs. non functional art, and how this assignment will lead into the next lesson on coil pots.
- be instructed to use the existing elements in the classroom to create texture on their smash pots, which helps the student become more aware of their environment and what could influence them as an artist.
- will view a brief demonstration on how to create a smash pot and the proper and safe use of the tools.

Studio Time- (20-25mins)

Students will:

- get a portion of clay and start wedging the clay to gain its initial shape, which is up to the individual artist.
- they will then strike the clay with objects or against objects to create texture (must incorporate at least 4 implements/textures other than or in addition to smooth).
- once they have a solid design, they will choose functional or non functional for their piece.
- using tools provided, they will scoop/hollow out object to create a vessel or small sculpture.
- place the finished piece on the drying racks and move to clean-up first.

Clean-up (10mins)

Students will return cleaned brushes and tools to bins at each work area, and return unused clay to supply bins and dump all clay water into recon bucket. All stray clay debris and water is cleaned, and used news print goes into trash to restore class appearance.

Closure (5-10min)

Students will write a paragraph or two on what they used to texture their pot and why they chose it.

Independent Practice (homework)

Students will be asked to sketch a vessel for their coil pot project. It can be functional or non functional, but it must be a hollow form. And to find the definitions of: (students will be given words on the board)

Slip: A suspension of clay in water, used as an adhesive and for decoration

Scoring: Roughening the edges of damp clay before joining them

Glaze: a vitreous coating that has been melted onto a clay surface by the use of heat

Sgraffito: means "scratch" in Italian, a technique of ornamentation in which a surface layer of paint, plaster, slip, etc., is incised to reveal a ground of contrasting color.

Incise: to cut into, usually in a decorative manner

Assessment:

Informal: Did they complete daily assignment? Did they incorporate at least 4 textures? A rubric will be used to grade the entire unit.

Self-reflection:

Image and text resources:

www.sd84.k12.id.us/hw/dan.shook/coilpots.htm

<http://carolwedemeyer.org/>

dhub.org

<http://www.astbury.org/pottery/dicdtl.htm>

<http://www.tulane.edu/~kidder/Anth%20461/ceramic%20terms.html>

These will be used for slide demo at the beginning of this class.



Wedging Clay- (beginning of clay process) how students will make their pots



Example of Smash Pot



Example of Coil Pot (rough top edge)



Example 2 of Smash Pots

Coil pots will be viewed to show the transition from smash to coil pots. They will incorporate the used techniques into the next lesson.



Example of Coil Pot (clean top edge and rough top edge)

The following will be used to intro the next segment of the lesson: Coil Pots



Example of Coil Pot (clean top edge)



Example of Coil Pot (rough top edge and relief)



Example of Coil Pot (rough top edge)



Example of Coil Pot (varying sizes)



Example of Sgraffito



Example of Coil Pot (that has been smoothed and uses Sgraffito)



Example of Coil Pot (that has been smoothed and uses Sgraffito)



Example of Coil Pot (that has been painted)



Texture (opposite of Sgraffito, carved away then stain is rubbed in)



Example of Coil Pot (that has incorporated a figure)



Example of Coil Pot (that has been smoothed)



Very large coil pot.