

INTRO TO CLAY

UPPER MIDDLE,
HIGH SCHOOL
ART



9 PROJECTS

A SEMESTER OF
CERAMICS

SEMESTER LONG CURRICULUM



This curriculum is geared towards upper middle school and high school art students.



A focus on the basics of working with clay through handbuilding and working on the pottery wheel. Pinch, slab, coil, & more.



A semester-long course, every day planned.
Timeline, first day handouts, and more.



9 projects plus 7 activities.

LESSON PACKS

PACKS TYPICALLY INCLUDE:



Lesson plan

PowerPoint presentations

Project instructions

Critiques

Rubric

INTRODUCTION TO CLAY Semester Long (18 weeks)

- SKETCHBOOK (1 week)
 - Accordion style sketchbook
 - Collage front/spine/back however they want as long as it is completely covered.
 - Cover inside flaps, include collage with things they like/items that describe them.
- VISUAL JOURNAL (semester long activity)
 - Students will have the opportunity to work in their visual journal every Friday.
 - Fridays are treated like a "free art day." Students can catch up on projects or work in their visual journals. As long as they are working on something art related they can do what they want.
 - Students will be graded on their visual journals at the end of the semester and must have at least 12 completed pages by the end of the semester. This counts as a project grade.
- COIL, SLAB, WHEEL THROWN BOWL (2-3 weeks)
 - Students will create three bowls one coil, one slab, one wheel thrown.
 - They will learn basics hand building techniques as well as wheel throwing techniques.
 - The time frame may be shorter or longer depending on the number of students adapt to wheel

INTRODUCTION TO CERAMICS

What do I want you to accomplish?

1. For students to develop their skills in communicating visually and verbally through three-dimensional art
2. For students to gain confidence in talking about and creating works of art in three-dimensions.
3. For students to learn more about themselves through art.
4. For students to expand their knowledge of artists and art historical trends and periods.

What are we going to do?

1. **Making art:** In this course you will have a chance to explore topics that focus on your interests through three-dimensions. We will use a variety of building techniques to create works of art out of clay.
2. **Talking about art:** In class we will discuss artwork, current and historic. We will also **critique**, or talk about, your finished work.
3. **Writing about art:** Several times over the semester you will be asked to write about your work and the work of others. This writing could take the form of poetry, story, a persuasive piece, or an artist statement. Writing is meant to **ENHANCE** the art making experience and will never be used as "busy work" or punishment.

What am I expected to do?

- The following behaviors are expected from students in order to meet our goals
1. **Ambition:** If you push yourself farther than you think you can go, you may surprise yourself with what you are able to accomplish.
 2. **Professionalism:** In order to become a better artist and a better thinker, you need to act in a professional manner. This means taking care of all your artwork, cleaning up after yourself and your space, doing your homework, and completing ALL assignments.
 3. **Open-mindedness:** In order to reap the full benefits of this course, you must be open to new ideas and perspectives. This means taking part in all class discussions, and writing assignments. All three are related to the artistic mind.

EVERY LESSON PLAN INCLUDES:

- BIG IDEA
- ESSENTIAL QUESTIONS,
- US NATIONAL STANDARDS
- STEP-BY-STEP INSTRUCTIONS
- CLASSROOM SET UP
- TEACHING TIPS

& MORE!

BUILDING WITH CLAY WORKING IN THREE-DIMENSIONS

BIG IDEA:

- Working in Three-Dimensions

ESSENTIAL QUESTIONS:

- How can you use the slab building method to create a bowl?
- How can you use the coil method to create a bowl?
- How can you use the wheel throwing method to create a bowl?
- How can you practice safe use of materials and tools?

GOALS: For students to...

- Understand...
- Beco...
- Und...
- mate...

OBJECTIVE

- Learn...
- Show...
- Show...
- Show...
- Demo...

STANDARDS High School:

- ART:

FINAL PROJECT DESIGN YOUR OWN

BIG IDEA:

- Design Your Own Project

GOALS: For students to...

- Work independently to create their own project.
- Consider what building technique best reflects their subject matter and concept.
- Participate in a mid-project critique and use that to improve their artwork.

ESSENTIAL QUESTIONS:

- How can a work of art reflect your personality, aesthetic, and interests?
- How can you determine what the best building technique to use is?
- How can you give and take constructive criticism?

OBJECTIVES: Students will...

- Develop a concept for an original work of art.
- Determine the best clay building technique to use for their work of art.
- Participate in a mid-project critique and apply that to improving their artwork.

3+

PAGES EACH

INTRODUCTION TO CLAY

Semester Long (18 weeks)

- **SKETCHBOOK (1 week)**
 - Accordion style sketchbook
 - Collage front/spine/back however they want as long as it is completely covered.
 - Cover inside flaps, include collage with things they like/items that describe them.
- **VISUAL JOURNAL (semester long activity)**
 - Students will have the opportunity to work in their visual journal every Friday.
 - Fridays are treated like a "free art day." Students can catch up on projects or work in their visual journals. As long as they are working on something art related they can do what they want.
 - Students will be graded on their visual journals at the end of the semester and must have at least 12 completed pages by the end of the semester. This counts as a project grade.
- **COIL, SLAB, WHEEL THROWN BOWL (2-3 weeks)**
 - Students will create three bowls one coil, one slab, one wheel thrown.
 - They will learn basic hand building techniques as well as wheel throwing techniques.
 - The time frame may be shorter or longer depending on the number of wheels you have access to and how quickly students adapt to wheel throwing.
- **PINCH POT WHISTLE (2 weeks)**
 - Introduction to hand building and pinch pots.
 - Required to break out of round shape somehow.
 - Required to include additive and subtractive sculpting in it.
 - They can turn it into whatever they want (animal, object, abstract design, etc.) as long as they meet the requirements.
- **COLLABORATIVE GRID (1 week)**
 - Group project.
 - Each student had one square of a larger image.
 - Re-created the square 4x larger using paper clay.
 - Introduction to mark making in clay.
- **EXTRUDER (or hand rolled) COIL VESSEL (3 weeks)**
 - The vessel must be at least 10 inches tall or wide.
 - The design must include positive and negative shapes in the form.

- Decorate the piece using a stamp (made out of plaster) that reflects the food tradition.
- **THROWING ON THE POTTERY WHEEL (2-3 weeks)**
 - Make one mug (with a handle), one bowl, and one piece that is whatever form they want.
 - One will be raku fired, the other two must be glazed to look like a set.
 - TIP: If pottery wheel are limited, divide the students into groups. Have the class work on the food traditions project while you work with groups on the wheel. Limit wheel throwing to one item if needed for time.
- **FINAL PROJECT (3 weeks)**
 - Students will design their own final project.
 - They can choose the clay building technique, subject matter, and glazing style.
 - The final piece must take 3 weeks to construct.
 - Piece should be complete before the final week to allow drying and glazing time.
- **FINAL WEEK:**
 - Each student is assigned a section of the room to clean for a grade
 - Turn in visual journal (at least 12 pages complete).
 - Wrap up glazing if needed.

COMPLETED WORK:

- **HOMEWORK:**
 - Signed syllabus
 - Visual journal book
- **SKETCHBOOK:**
 - 3 sketches of bowl designs
 - 3 thumbnail sketches of pinch pot
 - 6 thumbnails sketches of coil vessels
 - List it/sketch it for food traditions
 - 9 thumbnail sketches for pottery, in color
 - 3 mugs
 - 3 bowls
 - 3 free form
 - 3 sketches of final piece
- **DAILY WORK:**
 - Whistle critique
 - Coil vessel final critique
 - Food traditions critique
 - Pottery wheel critique
 - Final project critique
- **GOOD CITIZENSHIP & CLEAN UP:**
 - Clay wedging duties
 - Daily clean up
- **PROJECTS:**
 - Accordion sketchbook
 - 12 visual journal pages
 - 3 bowls
 - Pinch pot whistle
 - Collaborative grid (half project grade)
 - 10" coil vessel
 - Slab food traditions dish, plus plaster stamp

TIMELINE

SEMESTER OVERVIEW, QUICK INFO, PROJECT LIST

INTRODUCTION TO CERAMICS

What do I want you to accomplish?

1. For students to develop their skills in communicating visually and verbally through three-dimensional art.
2. For students to gain confidence in talking about and creating works of art in three-dimensions.
3. For students to learn more about themselves through art.
4. For students to expand their knowledge of artists and art historical trends and periods.

What are we going to do?

1. **Making art:** In this course you will have a chance to explore topics that focus on your interests through free-dimensions. We will use a variety of building techniques to create works of art out of clay.
2. **Talking about art:** In class we will discuss artwork, current and historic. We will also **critique**, or talk about, your finished work.
3. **Writing about art:** Several times over the semester you will be asked to write about your work and the work of others. This writing could take the form of poetry, story, a persuasive piece, or an artist statement. Writing is meant to ENHANCE the art making experience and will never be used as "busy work" or punishment.

What am I expected to do?

The following behaviors are expected from students in order to meet our goals:

1. **Ambition:** If you push yourself farther than you think you can go, you may surprise yourself with what you are able to accomplish.
2. **Professionalism:** In order to become a better artist and a better thinker, you need to act in a professional manner. This means taking care of all your artwork, cleaning up after yourself and your space, doing your best at all times, following all rules, and completing ALL assignments.
3. **Participation:** Art is about creating and discussing. For you to reap the full benefits of this course, you need to participate in art making activities, class discussions, and writing assignments. All three are related and participation in all these tasks will benefit your artistic mind.
4. **Open-mindedness:** New thoughts and ideas are constantly arising in the art world. In order to understand, appreciate, and have the creative mind to create wonderful art work you must be open to new ideas and experimentations. Don't be afraid to try new things and have fun with it!

How will I be graded?

1. **60% Projects:** Final projects will be graded on craftsmanship, ambition, engagement with assignments, and your overall final product. All projects are due on the **day of the critique** (various dates to be announced throughout the semester). If there is no critique, your project is due at the end of the class on the due date. After you receive your grade, you will have three days to revise your artwork. This gives you an opportunity to improve your grade. Unexcused late work will NOT receive full credit. In order for you to complete all projects on time, you will need to work the entire class period. All work is to be kept in your cubby in the classroom at all times.
2. **20% Daily Work:** Participation is expected and essential for your success in this class. Work bell to bell EVERYDAY. The participation grades include in-class assignments, weekly artist to know, discussions and critiques.
3. **10% Homework and Sketchbook:** Any late assignments will not receive full credit unless it is due to an excused absence.
4. **5% Clean Up and Be a Good Citizen:** A smooth running art classroom requires each student to play

Grading Scale

100-90=A
89-80=B
79-70=C
69 or below=F

What happens if I miss class?

It is the responsibility of the students to make up any missed work due to an excused absence. THE TEACHER WILL NOT TELL YOU WHAT YOU MISSED. YOU MUST ASK FOR WORK. You have three days to make up any missed assignments.

What should I do with graded work?

Work to be graded is due on the day of the critique for the current unit. ALL GRADED WORK IS TO BE KEPT IN YOUR CUBBY WITH THE RUBRIC UNTIL THE END OF THE SEMESTER. At times I will take your work and display it on campus and need easy access to it. Once I say you can take home a project you may, but until then please keep it in the classroom!

Signature of student Date

Signature of Parent Date

Teacher Contact Info:

The teacher reserves the right to make changes to this syllabus as necessary. Although changes of this type are rare and try to be avoided if at all possible, sometimes they are required due to unforeseen circumstances (snow days, changes to school calendar, etc.). Any changes will be communicated as early as possible, and they will be communicated in writing.

3D Survey

1. What are some of your favorite projects and materials from other art classes you have taken?

2. Have you ever worked with clay before? If so, when?

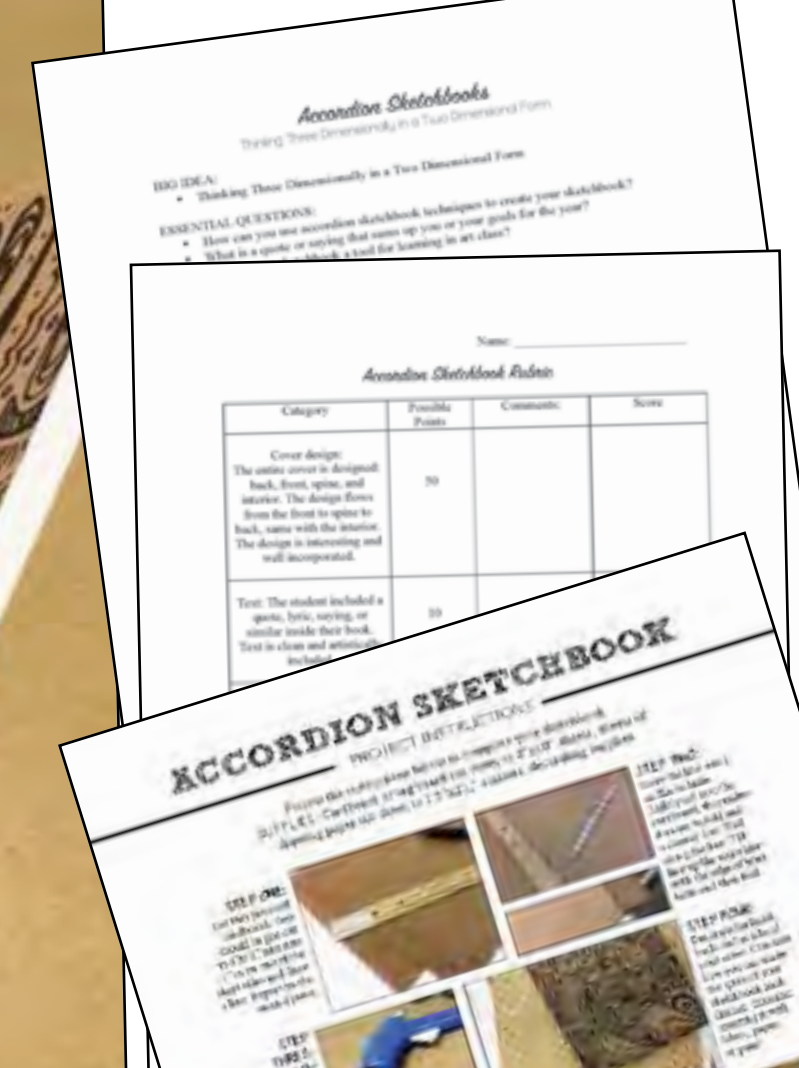
3. Have you ever created a sculpture using materials other than clay? If so, with what?

4. What are you hoping to learn in this class?

5. What is your favorite type of art?

FIRST DAY

SYLLABUS & GET TO KNOW YOU ACTIVITY



DIY SKETCHBOOK

ACCORDION SKETCHBOOK PROJECT

LESSON PLAN, GUIDE, PRESENTATION, RUBRIC



Altered Books/Visual Journals
 Self Expression, A Semester or Year Long Activity

IBO IDEA:
 • Self Expression

ESSENTIAL QUESTIONS:

- How can you express yourself through your visual journal?
- How can you experiment with a range of materials in your visual journal?
- How can you balance text and imagery in your visual journal design?

OBJECTIVES: Students will...

- Consider how to express themselves through their visual journal.
- Create pages that reflect their goals, daily life, and interests.
- Use a variety of art making techniques in their visual journal.

STANDARDS:
 Middle School:

- ART:
 - Visual Art Creating, Grade 6, VA-C6.2.6 Formulate an artistic investigation of personally relevant content for creating art.
 - Visual Art Creating, Grade 7, VA-C6.2.7 Develop criteria for making a work of art or design to meet an identified goal.
 - Visual Art Creating, Grade 8, VA-C6.2.8 Collaboratively stage an investigation of an aspect of present-day life using a contemporary

Additional Visual Journal Information

Resources:

- Craft Paper Station: <http://www.craftpaperstation.com/>
- Book Between the Lines: <http://www.bookbetweenthelines.com/>
- Baker Design: <http://bakerdesign.com/>

Directions: I typically only offer prompts when I have a task, but some tasks are optional. Here are a few I used at the start. Look between the lines for challenges at the end of every visual journal page.

- 1. Theoma and Nightmares:** Create a page about a dream or nightmare you remember. Use your dream as the focus.
- 2. A Tribute:** Create a tribute to an important person in your life. They can be alive or dead, a family member, historical figure or celebrity. It doesn't have to be someone you know personally.
- 3. Materials:** Create a page using newspaper, stick tape, a ribbon, and a lot of interesting paper (over 10 different colors).
- 4. Notes and Traditions:** Create a page about one of your family traditions or customs. Create a page about one of your family traditions or customs. Create a page about one of your family traditions or customs.

Visual Journal
 self expression, creative outlet, archive, memory book, scrapbook, record keeper, photo book, sketchbook, experimentation, personal use of a kind

what should I do in my visual journal?

1. Make a list of 10 things about you.
2. Make a page about one of them.
3. Use cut tape, newspaper, two magazine cut outs, and sharpie to create a page.
4. MAKE A VISUAL JOURNAL PAGE ABOUT YOUR FAVORITE CHILDHOOD TOY.
5. Create a page about your favorite childhood toy.
6. Create a visual journal page using newspaper, stick tape, a ribbon, and a lot of interesting paper (over 10 different colors).

Visual Journal Project Rubric

Category	Expectations	Possible Points	Comments	Score
Pages	Visual journal has at least 12 completed pages for a semester long course, 24 for a year long course. The pages are interesting, creative, and look complete.	30		

VISUAL JOURNAL

WEEKLY MIXED MEDIA PROJECT

LESSON PLAN, POSTERS, PRESENTATION, RUBRIC



be sticking together. Then you slip it, that is you wet the surface with some slip, using it like glue. Next, you press the two pieces together.

- Elements of art: The building blocks of a work of art. The visual components of color, form, line, shape, space, texture, and value.
- Principles of design: describe the ways that artists use the elements of art in a work of art. Includes: balance, emphasis, movement, proportion, repetition, pattern, rhythm, unity, and variety.

IMPLEMENTATION: For a 50 minute class, times may vary.

DAY 1: Introduction

- Start class by explaining to students they will learn three basics techniques for building with clay to create a simple form.
 - They get to make three bowls using three different clay construction techniques: coil, slab, and wheel throwing.
 - One of the techniques involves using the pottery wheel.
- Ask if anyone has experience with clay.
 - Go around the room and ask what the students made, what building techniques they used, etc.
 - Ask if anyone has experience working on the pottery wheel.
 - Discuss the fact that although it look easy when you see someone throwing on the wheel it can actually be very difficult.

Explain that they will start with hand building techniques and end with the pottery

CLAY

- A natural building occurs.
- Essentially you are working with dirt.
- Ceramics is a branch along that means pottery.
- Ceramics have played a very important role in history.
- Many ceramic sculptures and pottery have survived over time, which gives us clues about past cultures.
- Ceramics have played a role in all major historic and current societies.
- Ceramics is one of the earliest forms of art and can be dated back to 30,000 BC.



THE KILN

- A kiln is essentially a large oven that cooks the clay.
- It can exceed 2000 Fahrenheit degrees.
- A chemical reaction occurs in the firing process which hardens the clay.

SCORING

- Making marks in the clay in order to attach it to another piece of clay.
- Clay "Velcro"
- Any piece of clay added to another piece **MUST** be scored or it will fall apart once fired.

name: _____

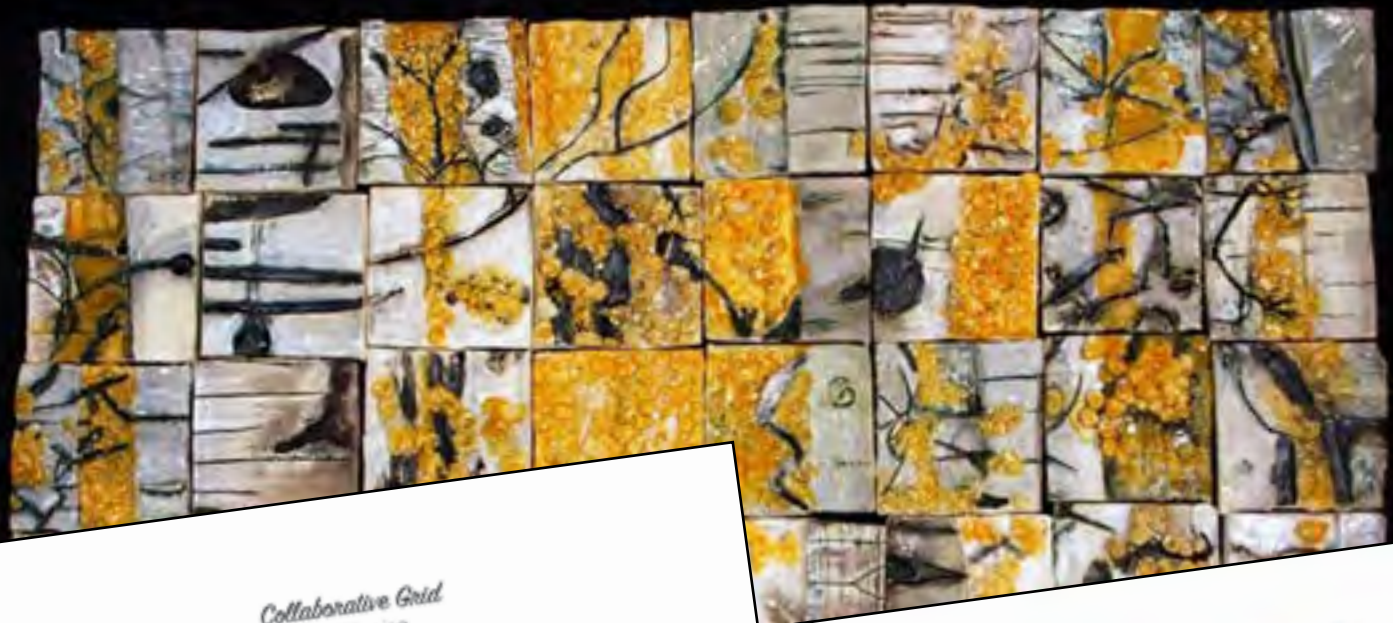
BUILDING WITH CLAY RUBRIC

Category	Expectations	Possible Points	Comments	Score
Coil Bowl	The bowl is built using the coil method. Coils are neat, scored and clipped, and creatively built to create a bowl form.	20		
Slab Bowl	The bowl is built using the slab method. The bowl is clean, scored and clipped, and creatively built.	20		
Wheel Thrown Bowl	The bowl was created on the pottery wheel. The bowl was centered, is clean, and	20		

INTRO TO CLAY

SLAB, COIL, & WHEEL THROWING

STUDENTS CREATE 3 BOWLS USING EACH TECHNIQUE



Collaborative Grid Relief Carving

BIG IDEA:

- Relief carving and teamwork

ESSENTIAL QUESTIONS:

- How can you enlarge an image while keeping the proportions accurate?
- How can you use relief carving and additive sculpture techniques to recreate the image?
- How can you be part of the group effort to create and display a successful final sculpture?

OBJECTIVES: Students will...

- Look at and discuss examples of relief carvings and grid painting.
- Create at least one relief carving that enlarges and recreates the image of a 1"x1" square onto a 4"x4" clay slab.
- Implement relief carving and additive sculpting techniques to create a relief carving.
- Practice glazing techniques that replicate the colors of the original image.
- Participate in a group effort to construct the finished relief carvings into a whole sculpture to display in the school.

COLLABORATIVE GRID INSTRUCTIONS

- Select one of your 1"x1" images. Dip it into to look at the back and number on the back.
- Using a pencil/lead, write the letter and number on the back of your clay slab. Make the letter and number as legible and pointing the same direction as the printed image.
- Turn over your image square and your slab so the letter and number are pointing the opposite way when flipped over. This is very important! You also want to carefully note the image pointing the wrong direction. If not the pieces come together in the final piece design pointing the wrong direction. If not the pieces come together in the final piece design pointing the wrong direction.
- Build your design up and down, following every detail in the image. The collaborative piece your design will be.
- Place the slab into a water container if you need to continue working on it another day.
- Once your piece is finished, brushly cover it with the glaze to let it slowly air dry.
- Once all your pieces are complete, follow your teacher's instructions to prep it to display.

Name: _____

Collaborative Relief Critique

- What is your first impression of the artwork now that you see it on display? What are the first words that pop into your head?

- How does the artwork change the space it is hanging in?

Name: _____

Collaborative Relief Rubric

Category	Possible Points	Comments	Score
Construction: The relief carving is accurate, uses a variety of methods to create the image, and additive techniques are also used.	25		
Glazing: The piece is accurately glazed to			

COLLAB RELIEF

SLAB DESIGN WITH ADDITIVE & SUBTRACTIVE SCULPTING

LESSON PLAN, PRESENTATION, GUIDE, CRITIQUE, +



Coil Vessels

Hand Building & Positive vs. Negative Shapes

BIG IDEA:

- Coils and positive vs. negative shapes

ESSENTIAL QUESTIONS:

- How can you use coils to build a vessel?
- How can you incorporate positive and negative shapes into your design?
- How can you use glaze to enhance your coil vessel design?

OBJECTIVES: Students will...

- Look at and discuss examples of coil vessels and hand building techniques.
- Plan out and create a coil vessel that includes positive and negative shapes.
- Participate in an in-progress critique of the coil vessels.
- Respond to their peers' comments through choosing whether or not to change their design.
- Glaze their coil vessel using low fire glaze.
- Participate in a final critique.

STANDARDS:
Elementary School

- ART:
 - Grade 5, *Creating*: VA-CCL.2.6 Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
 - Grade 5, *Creating*: VA-CCL.3.5 Combine ideas to generate an original idea for art-making.
 - Grade 5, *Responding*: VA-BoT.1.5 Compare one's own interpretative work of art with the interpretation of others.

Creating, accomplished: VA-CCL.2.6. Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

SUPPLIES:

- Clay extruder
- Lixivle clay (estimate half a bag per student, due to the size of the vessel, this project consumes the most clay)
- Lixivle slip
- Sponges
- Needle tools
- Clay tools for carving and textures
- Rubber rib
- Low fire glazes (students are limited to a maximum of three glaze colors, two is ideal)
- Glazing brushes
- Sponges
- Kils
- Newspaper covered tiles or similar to build vessel on and transport sculptures.

VOCABULARY:

- Sculpture: the art of making two- or three-dimensional representative or abstract forms, by carving stone or wood or by casting metal or plaster or by building with clay.
- Ceramics: pots and other articles made from clay hardened by heat.
- Clay: a natural earthy material that is plastic when wet, consisting essentially of hydrated silicates of aluminum, used for making bricks, pottery, etc.

Name: _____

Coil Vessel Critique Reflection

After the in-progress critique, what improvements do you want to make to your coil vessel design? What parts of your design do you like?

Name: _____

BUILDING WITH COILS

CLAY VESSELS

STEP 1: Plan out what you want your vessel to look like in thumbnail sketches.

STEP 2: Roll out a slab and cut out the base of your clay vessel.

STEP 3: Roll hard or with an **TP** Roll the clay from fingers to the bottom.

STEP 4: Score and slip between the base and the bottom of the first coil. Score and slip between every coil layer.

STEP 5: To build your vessel straight up, place coils directly on top of each other. To build out the walls, place coils slightly on the outside as you stack them.

STEP 6: To build your vessel inward, place coils slightly on the inside as you stack them.

If you skip this step your vessel will fall apart!

Name: _____

Coil Vessel Final Critique

Take a look at the finished coil vessels. Select a different work of art for each question below.

1. Which work of art stood out to you most? Why?
2. Which coil vessel has the most interesting shape? Why does it stand out?
3. Which vessel has the best use of negative shapes used in the design? How were they incorporated?
4. Which vessel has the best glaze color combination and coating? Why does it stand out?

Name: _____

Coil Pot Rubric

Category	Possible Points	Comments	Score
Construction: The coil pot is well constructed, everything was scored and slipped, you paid attention to the shape and design of the foot and top of the pot.	25		
Design: Includes both positive and negative shapes in the design, has an interesting, even form, the design looks intentional. Intentional decisions were made about exposed vs. smoothed out coils.	25		
Glazing: It has interesting colors that complement the design and shape.	20		
Craftsmanship	10		
Creativity	10		
Effort: You spent your time wisely and put a lot of effort into your project.	10		

COIL VESSEL

COIL CONSTRUCTION + POSITIVE & NEGATIVE SPACE
 LESSON PLAN, PRESENTATION, GUIDE, CRITIQUE, +



Food Traditions
Slab Building and Mold Making

BIG IDEA:

- Slab building and mold making

ESSENTIAL QUESTIONS:

- What are food traditions that you celebrate?
- What is the relationship between the food tradition and the piece it is served in?
- How can you create a clay piece that reflects your food tradition through the form and stamped design?

OBJECTIVES: Students will...

- Look at and discuss popular food traditions.
- Transform their personal food traditions.
- Learn how to make a plaster mold of a carved clay design.
- Create a stamp that reflects their food tradition.
- Create a functional stamped slab pottery piece that can be used as part of their food tradition.
- Write an artist statement about their work of art.
- Participate in a critique of their artwork.

STANDARDS:

Name: _____

Food Traditions Critique

Take a look at the pottery pieces. Select a different work of art for each below.

- Take a step back from the clay pieces. Which one jumps out at you first? _____
- What food tradition do you think this piece goes with? Why? _____

6. Which work of art has the best use of the stamp? Why? _____

7. Which work of art best utilized the stamping technique? Why? _____

8. Which work of art has the best glazing technique? Why? _____



FUNCTIONAL CERAMICS

SLUMP POTTERY

STEP 1: Cut off a piece of clay. Roll it out to 1/4" to 1/2" thick. Make sure it is large enough for the shape, size, and depth of the piece you are creating.

STEP 2: Cut out your shape. Consider adding to the size to allow for depth.

STEP 3: Slump your clay piece to the form you want.

For a shallow serving dish, bowl, or similar by using fabric to the bottom of a bowl or other and by the piece in it like hammock. Cut out clay sections to help create the form.

ADDING DECORATION

PLASTER STAMP

STEP 1: Start with a thick slab. It should be the size of the design you want to use for your stamp. Carve your design into the clay. Make sure it's smooth.

STEP 2: Build a clay box around your stamp design. Don't worry about scoring and slipping, just make sure there are no holes and everything is smooth.

STEP 3: Mix your plaster. Follow instructions on your plaster package. Use water to help it harden faster. It should be the consistency of pudding.

STEP 4: Once the plaster is ready, pour it into your mold. Lightly tap it on the table to make sure air bubbles rise to the surface and pop.

STEP 5: Let it dry! Allow it to sit overnight, uncovered, so it can cure.

STEP 6: Once the plaster is dry, remove the piece.

Name: _____

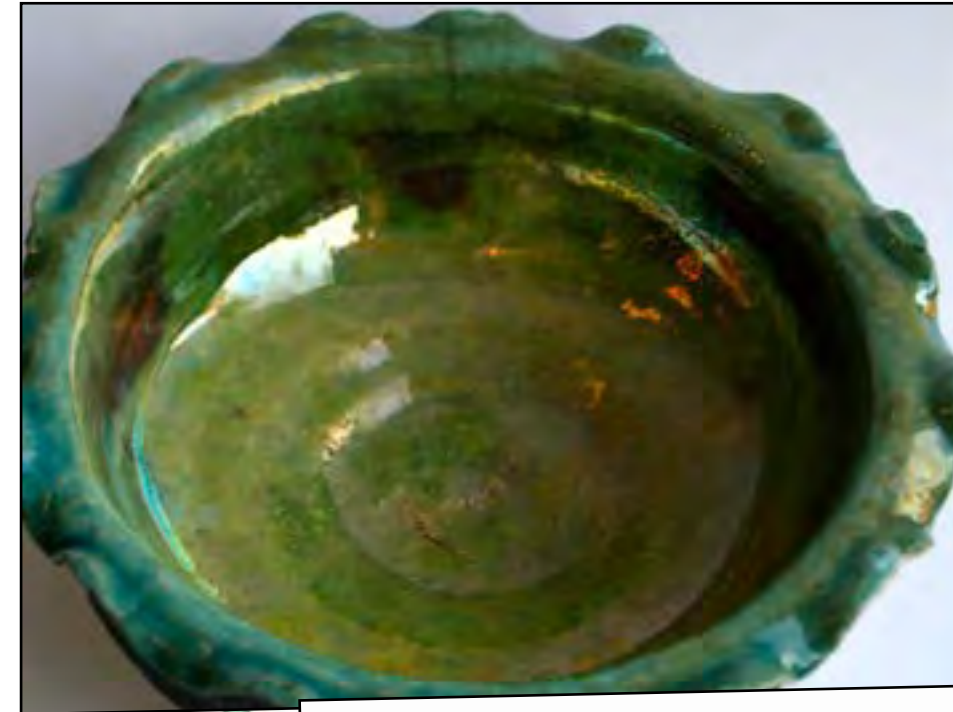
Food Traditions Rubric

Category	Possible Points	Comments	Score
Construction: The piece was created using slabs and stamping techniques. The form well reflects the food tradition.	20		
Design: The stamp visually reflects the food tradition and is creatively incorporated into the slab form.	20		
Glazing: It has interesting colors that complement the design and shape and ties to the food tradition.	20		
Craftsmanship	10		
Artist Statement: An artist statement was included and explains the purpose of their piece. Statement is at	10		

FOOD TRADITIONS

SLAB CONSTRUCTION + PLASTER STAMP DESIGN

LESSON PLAN, PRESENTATION, 2 GUIDES, CRITIQUE, +



Throwing on the Pottery Wheel
Focusing on Form

IBO IDEA:

- Focusing on Form

ESSENTIAL QUESTIONS:

- How is the pottery wheel used to create ceramic pieces?
- How can you manipulate the clay and create different forms on the pottery wheel?
- How can you decorate and glaze two pieces to look like a set?

OBJECTIVES: Students will...

- Learn about the steps to throwing on the pottery wheel.
- Show their understanding of the pottery wheel by creating three pieces on it.
- Apply their glazing knowledge to glazing all three pieces.
- Demonstrate proper use of materials and tools in the classroom.

Name: _____

Pottery Critique

Take a look at the pottery. Select a different work of art for each question.

- Take a step back from the pottery. Which group jumps out at you first? _____
- Take a closer look. Which two pieces look most like a set? Why? _____

How to Access the File via
GOOGLE DRIVE & YOUTUBE

[Click here to watch the video on YouTube](#)

[Click here to download from my Google Drive](#)

Raku Kila How To

- Set up outside, start with a layer of cinderblocks, and then put a layer of fire bricks.
- Use three firebricks, set them on their side to support the kiln shelf.
- Put the clay pieces on stands on the shelf.
- Carefully place the raku kiln on top, making sure the clay pieces aren't touching the side of the kiln.
- Secure the torch to a propane tank, prop the torch up on two cinderblocks stacked on top of each other.
- Place the torch a few inches outside of the kiln opening. The flame needs space to allow only easily flow into the kiln.
- Turn the knob on the propane tank (you can open it all the way, the amount that comes through the torch is controlled through the knob on the torch) and turn the knob on the torch on just until you hear the gas being released.
- Use a lighter to light the torch, and place it in front of the kiln. If you need to turn up the tank, create a stronger flame, do it, it shouldn't be lapping up the outside of the kiln, it should be inside the kiln.
- Every 10-15 minutes turn up the torch until you hear a distinct sound change in the gas flame.

Name: _____

Pottery Wheel Raku

Category	Possible Points	Comments	Score
Construction: the pieces well made, even, has a good shape, the mug has a handle, and all are trimmed	35		
Pottery set: Two of the three pieces are designed and glazed to look like a set.	10		

POTTERY WHEEL SET

3 MATCHING WHEEL THROWN VESSELS

LESSON PLAN, PRESENTATION, DEMO, CRITIQUE, +

**FINAL PROJECT
DESIGN YOUR OWN**

BIG IDEA:

- Design Your Own Project

GOALS: For students to...

- Work independently to create their own project.
- Consider what building technique best reflects their subject matter and concept.
- Participate in a mid-project critique and use that to improve their artwork.

ESSENTIAL QUESTIONS:

- How can a work of art reflect your personality, aesthetic, and interests?
- How can you determine what the best building technique to use is?
- How can you give and take constructive criticism?

OBJECTIVES: Students will...

- Develop a concept for an original work of art.
- Determine the best clay building technique to use for their work of art.
- Participate in a mid-project critique and apply that to improving their artwork.
- Create a work of art.
- Write an artist statement about their work of art.

STANDARDS: <http://www.nationalartstandards.org/>

High School:

- **ART:**
 - Visual Arts/Creating: VA/Cr1.2.HSII: Choose from a range of materials and methods of traditional and contemporary artistic practice to plan works of art and design.
 - Visual Arts/Creating: VA/Cr3.1.HSII: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
 - Visual Arts/Responding: VA/Re9.1.HSII: Establish relevant criteria in order to evaluate a work of art or collection of works.
 - Visual Arts/Presenting: VA/Pr 4.1.HSII: Analyze, select, and curate artworks for presentation and preservation.
 - Visual Arts/Connecting: VA/Cn.10.1.HSII: Document the process of developing ideas from early stages to fully elaborated ideas.

SUPPLIES: Because the students get to choose the material, materials will vary.

- Clay
- Clay tools: wire cutter, needle tool, wood tools, textured tools, cutting tools, etc
- Slip
- Scores

- Molds, bowl forms, fabric to create form (for slumped slabs)
- Pottery wheel
- Water bucket
- Sponge
- Plastic bags
- Tiles (to store clay pieces on)
- Newspaper
- Slab roller (or rolling pins)
- Extruder (if available)
- Glazes

PRODUCT:

- A finished work of art
- A mid-project critique sheet
- Artist statement

PRINTABLES:

- Critique sheet
- Design Your Own Project rubric

VOCABULARY:

- Sculpture: the art of making two- or three-dimensional representative forms, by carving stone or wood or by casting metal or plaster or by clay.
- Ceramics: pots and other articles made from clay hardened by heat.
- Clay: a natural earthy material that is plastic when wet, consisting essentially of hydrated silicates of aluminum; used for making bricks, pottery, etc.
- Kiln: a furnace or oven for burning, baking, or drying something, esp. for firing pottery.
- Glaze: to give a vitreous surface or coating to (a ceramic or the like); application of a substance or by fusion of the body. To cover with a glossy surface or coating.
- Greenware: Raw, dry, unfired clay. Characterized by being very fragile.
- Leather hard: refers to a specific stage during the drying of a pot or of object. At this stage, the clay is still visibly damp (usually a darkish green) but dried enough to be able to be handled without deformation.
- Bone dry: a term used to describe greenware pottery that has dried as possible before it has gone through its first firing (the bisque firing). A held, bone dry greenware feels to be at room temperature, not cool to the touch.
- Bisque: Unglazed clay that has undergone an initial, low temperature (1900°F) firing in a kiln.

Name: _____

IN-PROGRESS CRITIQUE

Take time to carefully look at EVERY work of art on display. Pay attention to the variety of techniques, form, texture, and construction the artists used. Pay attention to whether or not the artist fulfilled the project requirements. Mentally choose a few that really stand out to you. You must choose a different project for every question below.

1. Which work of art caught your attention first? Describe it IN DETAIL. Why did this piece catch your attention?
2. Which work of art has the best form? Why? Describe in detail below.
3. Which work of art has the most interesting inspiration? Why? Describe in detail below.
4. Which work of art displays the best use of building technique? Why? Describe in detail below.
5. What can you learn by looking at your peers' works of art?
6. What are some tips you have for your classmates after looking at their artwork?

Name: _____

FINAL PROJECT RUBRIC

Category	Expectations	Possible Points	Comments	Score
Subject Matter	The subject matter is interesting, has a good composition, and is well planned out.	20		
Building Technique	Technique was a good choice for subject matter, is clean, and has good form, texture, is well constructed.	20		
Glazing	The final piece was thoughtfully glazed and the glaze enhances the pieces.	20		
Artist statement	Student wrote at least a paragraph explaining why they chose the subject and building technique they did.	10		
Craftsmanship	Overall it looks neat, well cared for, and thought out.	10		
Creativity	Is interesting, student thought outside of the box.	10		
Effort	Student used class time well and put thought into their works of art.	10		
			Grade:	

CHOICE FINAL
STUDENTS PLAN THEIR LAST PROJECT
LESSON PLAN, CRITIQUE, RUBRIC

BUYERS LOVE MY PRODUCTS:



““This curriculum has helped me in my first year of teaching art to JH and HS. While I am an artist myself, it was great to have it all planned out and ready for me to present. Such a time saver and well organized!”



“My students love this resource and added another area of dimension to my unit. Thanks!”

CHECK OUT MORE PRODUCTS:



Check out more projects for elementary through high school students.

Grab early finishers for those quick artists or an entire curriculum so you can focus on teaching.

[VIEW MORE HERE](#)

LOOK BETWEEN THE LINES

BY WHITNEY PANETTA



I'm Whitney, a former art teacher turned art curriculum developer. I now focus on designing art lessons, resources, & full curriculums for elementary, middle, high school art teachers, homeschool parents, & general art enthusiasts.

I am so glad to still be connected to the world of art education and I love seeing my resources "in the wild" all over the globe. Reach out anytime with questions or comments at whitneywpanetta@gmail.com.