

CLAY LESSON PLAN

Submitted by: Kerry Parlette

Unit: Balance

Project: Masks in 3-D

Grade: 2

Standards: Sunshine State Standards: VA.A.1.1.2, 1.1.4, VA.B.1.1.1, VA.C.1.1.1

New Standards: E2c, E3c, M2d, A1a

Objectives: The student will create a clay mini-mask influenced by a selected culture and show form and balance. Students will share knowledge and experience of the project in discussion.

Resources/Motivation: Visuals of 3-D masks, actual masks, and cultural prints

Vocabulary: Balance, symmetrical, line, pattern, shape, 3-D, score/slip, clay, slab, sculpture, texture

Materials: Clay, textured tools, water, water container, brushes, mat board, shirt board, tempera paint, pencils, feathers, glue, acrylic paint

Procedures: I

1. Teacher introduction and demonstration – discuss vocabulary and balance
2. Pass out clay and tools
3. Students create a mini-mask forming a slab and adding eyes, nose and mouth by scoring and slipping
4. Patterns created with popsicle sticks, marker tops, pencils
5. Name and teacher's name carved on back
6. Place in kiln once air-dried and fire (cone 04)

Procedures: II

1. Pass out masks; students paint with black on front and back. Allow to dry
2. Dry brush metallic paint or use finger to rub paint on, leaving black show
3. Mount clay mask onto mat board, gluing feathers on top of mask

Evaluation methods: Student participation – follow directions; use of a rubric

Relativity to other Subject: language arts (vocabulary), math (form, addition, subtraction, balance), social studies (artwork from different times and cultures, clay pieces reflecting us in culture), science (properties and origins in clay)

CLAY LESSON PLAN

Submitted by: Kerry Parlette

Unit: Element of Art – Shape

Project: Portrait in Clay

Grade: 5

Standards: Sunshine State Standards: VA.B.1.2.2; VA.B.1.1.4

New Standards: E2b

Objective: The student will show knowledge of 3-D portraits using clay. The students will write a paragraph showing evidence of what they learned about portraits.

Resources/Motivation: Examples of 3-D work, discussion, demonstration

Vocabulary: clay, slip, form, scoring, connection, attachment, addition, subtraction, friction, evaporation, hollow, firing, kiln, glaze

Additional Vocabulary: bone-dry, bisque, pinch method, coil, method, slab method.

Materials: Clay, wire tool, paper clips, popsicle sticks, slip, newspaper, plastic grocery bags, various other clay tools.

Procedures:

1. Discuss a brief history of clay and how it has been used throughout history
2. Discuss origins of clay, how it is formed, where it is normally located
3. Discuss characteristics and properties of clay
4. Look at visuals of clay pieces; specifically o those that reflect the given assignment and discuss how the given technique will be used
5. Demonstrate how to create the pinch pot – how to score – how to use newspaper for armatures – how to use slip – how to blend the two posts together to form a hollow egg
6. Demonstrate how to build desired subject matter
7. Students will begin to form assigned subject matter using the hollow egg technique
8. Students will use popsicle stick to create hole in bottom of project to assist in drying and release hot air during the firing
9. Students will finish project with paint or glaze

Evaluation Methods: Student participation-follows directs. Rubric.

CLAY LESSON PLAN

Submitted by: Jennifer Snead

Unit: Shape and Form

Project: Hollow Egg Technique

Grade: 2-5

Standards: Sunshine State Standards: VA.A.1.1.1-4, 1.2.1-4, VA.B.1.1.3, 1.2.3, VA.E.1.1.1, 1.2.1

National Standards: 1,2,4,6

Performance Standards supported: S3a, S4a, M1a

Objective: Students will be introduced to (or further exposed to) clay, its history, its origins, its properties; Students will learn the “hollow egg” technique and will construct a piece using this method.

Resources/Motivation: Examples of 3-D work that show emotion

Vocabulary: 3-D, score and slip, sculpture, smudge, clay, shape

Materials: Clay, water containers, brushes, clay tools, and watercolor/tempera paint

Procedures:

1. Motivational strategies and demo of clay head
2. Pass out clay tools
3. Students create a clay bust forming the shoulders with a 3x4 inch brick, the neck with a round ball and a rolled out tennis ball size head
4. Place neck on top of shoulders, place a ball for head on top neck and score, slip, and smudge all the pieces together
5. Pinch out a nose and sculpt face, adding eyes, hair, and mustache.
6. Add details such as hats, mustaches, clothing, etc.

Evaluation Methods: Student participation-follow up directs. Rubric.

CLAY LESSON PLAN

Submitted by: Angela Mullaney

Unit: Shape and Form

Project: Clay Slab Figure

Grade: 3-5

Standards: Sunshine State Standards: VA.A.1.2.1, 1.2.4; VA.B. 1.2.4

New Standards: A3b, E2b, M2b, M8c

Objectives:

Students will produce a clay figure incorporating movement and proportion. Students will gain knowledge of the clay forming process and clay vocabulary.

Students will understand that art is useful as well as decorative

Students will gain knowledge of measurement, balance, and science involved in producing a clay figure.

Resources/Motivation: “Art Connections” – Level 4 pgs. 106-109; “Family Group” by Henry Moore, teacher demonstration

Vocabulary: form, movement, balance, proportion, clay, slab, pinch, coil, slip, texture, fire, kiln, glaze

Materials: clay, slab, slip, assorted clay tools, tag board pattern (optional), newspaper, bucket for washing hands

Procedures:

Session 1:

1. Make sketches of posing wooden mannequins in several different positions and select one for the figure
2. Make a “gingerbread man” pattern from tag board with correct proportion
3. Cut out a clay slab figure using the tag board pattern; smooth edges
4. Build up the figure by adding pieces of slab to both sides of the figure by scoring, adding slip, and smoothing
5. As students smooth the slabs on the figure, they should form the arms, legs, and shape into cylindrical forms; pinch in the neck, and form a spherical head
6. Project will take more than one 50 minute class, therefore, store the clay figures in zip-lock bags with student names and class on masking tape taped onto the bag (bags are reusable)

Session 2:

7. Continue adding slab to the front and back of the form, shaping it as slab is added
8. When clay has the desired human form and the clay is smooth, students will slowly bend and pinch the clay into the chosen position, referring to their sketch;

- adjustments may be needed in order to make translation of 2-D drawing to 3-D form (this presents an opportunity to discuss movement and balance)
9. Hair (using an extruder/garlic press), hats, clothing, other details are now added; small strips of clay with one edge smoothed against the existing clay body make good shirt sleeves and pants cuffs
 10. Allow to dry and fire

Session 3:

11. Provide students with brushes, glaze or paint (acrylic)
12. If glazed, fire clay at cone 04

- Evaluation Methods:**
1. Rubric (see attached)
 2. Functional narrative (see attached)

Rubric: Clay Sculpture

V.A.A.1.2.1: The student uses and organizes two-dimensional and three-dimensional media, techniques, tools and processes to create works of art that are derived from personal experience, observation, or imagination.

V.A.A.1.2.3: The student knows the effects and functions of using various organizational elements and principles of design when creating works of art

V.A.A.1.2.4: The student uses good craftsmanship in a variety of two-dimensional and three-dimensional media.

Creative Expression

Accomplishment

Not Yet Emerging Established

- 1. Wedges clay properly**
- 2. Uses pinch, coil, and slab construction effectively**
- 3. Joins clay parts smoothly with slip**
- 4. Figure is balanced**
- 5. Figure shows movement**

CLAY ASSESSMENT GRADES 3 – 5

Sunshine State Standards: V.A.A.1.2.1, 1.2.1.a, 1.2.3.a; V.A.B.1.2.1, 1.2.2.a, 1.2.3.a
New Standards: A3b, E3b, M2b, M8c

Format for Expository Writing

- **Grabber**
 - **Beginning**
 - **Middle**
 - **Ending-Conclusion or Take-away**
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Write about your clay project correctly using the art vocabulary from the words listed below:

Form
Sculpture
3-Dimensional
Proportion
Balance
Clay
Wedge
Slab
Pinch
Coil
Slip
Texture
Fire
Kiln
Glaze