

Title of Lesson:	Animal Pinch Pot: Day 2
Teacher:	Diamond Jackson and Hannah Beshey
School:	Urbana Middle School
Grade Level[s]:	7th Grade
Date to be Taught:	October 3rd, 8th, and 10th

Big Idea that drives Lesson/Unit: The purpose of this lesson is for students to learn various skills when working with clay. Not only will students be able to learn new techniques– such as wedging, slip and score, and the pinching method– but also gain insight into each skills purpose and importance in clay sculpting. Likewise, students will learn new vocabulary associated with clay. Over the course of 3 days, students will create an animal-themed pinch pot from clay, using the new techniques they have learned from the teachers.

Fine Arts Goals/Objectives:

- VA: Cr 2.1.7a
 - Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- VA: Cr 2.2.6a
 - Explain the environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.
- VA: Cr 2.3.7
 - Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Vocabulary Acquisition:

- Clay – a soft material that comes from the Earth that, when fired, becomes solid
- Wedge – a way of removing air from the clay by kneading and slamming it; prepares the clay for sculpting
- Score – scratching into the clay to prepare it for slip, and thereafter, attaching it to another piece of clay
- Slip –clay that has been watered down into a slurry, which can then be used as a glue to join pieces together.
- Pinch Method – a method of building the clay into a shape, by rolling the clay into a ball, and then pinching it to gradually build up walls.
- Rib – a flat tool that can be used to smooth and sculpt the clay
- Kiln – a type of oven that clay is placed into to fire it into a solid; kilns reach extremely high temperatures to fire the clay

Essential Questions:

- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- What responsibilities come with the freedom to create?

Key Artistic Concepts:

- Students will create a pinch pot sculpture of an animal of their choice, with the goal being to pick an animal that represents something meaningful to them or is an animal that they personally feel connected to or like
 - Provided that there is time, students will have the option to carve designs and attach objects to the pot, whether that be additional details (like ears, noses, or arms/wings), or drawing into the clay to add texture and depth.
- Students will learn essential skills for working with clay, such as wedging, slip and score, and the pinch method; this will be basic knowledge that they can use for future clay projects. Likewise, students will learn vocabulary and tips for working with clay, such as learning about the reasons *why* people wedge their clay, the benefits of using tools like a rib to smooth out a sculpture, as well as why a clay object is put in a kiln.

Artmaking Materials Needed:

- Student materials
 - 14 pieces of Clay
 - 14 Clay mats
 - 7 Spray bottles
 - 14 Aprons
 - 7 Clay cutters
 - 14 Trimming tools
 - 14 Ribs and scrapers
 - 28 Gloves
- Teacher materials
 - Teacher example
 - Slideshow
 - https://docs.google.com/presentation/d/13N4OZyn5UOhkOzCeNyFZBzoObzFE2_bko7H9yO39ZA/edit

Contemporary/Historical/Multicultural/Popular/Literature Art exemplars:

- Metropolitan Museum of Art, Lime Pot in the Shape of Cat, 11th-2th Century, Thailand
 - <https://www.metmuseum.org/art/collection/search/73809>
- Dayton Art Institute, Roy Lichtenstein Inspired Pinch Pot
 - <https://www.daytonartinstitute.org/tiny-thursdays-pop-art-pinch-pot/>
- Julia Sanderl, Pinch Pots
 - <https://julasanderl.com/2011/04/27/pinch-pots/roy>
- Gail Peroddy, Student Examples, 2015
 - <https://becker-intermediate-art.weebly.com/school-blog/clay-pinch-pot-animals>

Procedures:

- DISCUSSION: (5 minutes)
 - Schedule
 - Reintroduction of project
 - Review of Pinching
 - Demonstration Slip and Score
 - Work Time
 - Clean Up and Closure

- REINTRODUCTION OF PROJECT
 - This will be the time when students are shown what they learned in the previous lesson.
 - Students are given a refresher of the technique they learned called “pinching”
 - Reinforcing the word and why it is important
- DEMONSTRATIONS: (5 minutes)
 - Slip and score
 - Showcasing students how to slip and score, with clear and simple instructions
 - It is important to get a clear understanding of what slip and scoring are by giving definitions of both words.
 - Slip- Applying a liquid clay, or slip, to the scored surface. The slip acts like glue, helping to create a bond between the pieces.
 - Scoring- Scratching the clay's surface to create shallow grooves or indentations. This allows the slip to sink into the cracks and grooves, helping the pieces interlock and create suction.
 - This will be done by showing a YouTube video of how to slip and score, as well as by having the instructors demonstrate in person two pieces of clay.
 - Teachers will also demonstrate why it is important to slip and score and not just attach pieces of clay without the process.
- DESIGN/WORK SESSION: (30 minutes)
 - After students are done watching this “how to slip and score” tutorial, they will then be able to slip and score pieces of clay that they want to put upon their main piece.
 - Students will continue to work on their pinch pots during this time, forming additional details out of clay that they will then attach with a slip and score.
- CLEAN UP: (7 minutes)
 - Students will clean up their table spaces by putting their clay sculptures in the kiln room, and then spraying the tables with water and wiping them down.
 - Students will rinse their hands of clay in a basin and then wash their hands with soap and water in the sink.
- CLOSURE: (3 minute)
 - This is where there will be a review of the day
 - Teachers will take time to ask how the new and old techniques went for them.
 - Also, ask them about the new vocabulary
 - Ending it with a discussion about what the next lesson will be