

Lesson Plan

Title: Experimental Pinch Pots	Grade Level: 10-11
The Big Idea (Overall Concept): Explore elements and principles through pinch pots	
Description of Lesson (Brief Summary): Students will experimentally and creatively build three pinch pots, each with different forms, shapes, textures, and colors. We will have an in-depth review the elements and principles of art and design and how they specifically apply to sculpture. Students will use the elements and principles to describe personal, peer, and professional work. Students will be introduced to sketching 3D work. The main focus of this project is to experiment with and practice describing aesthetic elements.	
Time: 12 x 60 min classes (2.5 weeks)	
Enduring Understandings: <ul style="list-style-type: none"> • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Creativity and innovative thinking are essential life skills that can be developed. • People gain insights into meanings of artworks by engaging in the process of art criticism. 	21st Century Skills: <ul style="list-style-type: none"> • Creativity • Analytical thinking • Collaboration Studio Habits: <ul style="list-style-type: none"> • Develop craft • Stretch and explore • Envision
Essential Questions: <ul style="list-style-type: none"> • How do artists work? • What conditions, attitudes, and behaviors support creativity and innovative thinking? • How does knowing and using visual art vocabularies help us understand and interpret works of art? 	Technical Skills: <ul style="list-style-type: none"> • Sketching • Measuring clay • Wedging • Slipping and scoring • Sculpting form and texture • Glazing
National Core Art Standards: http://www.nationalartsstandards.org/ <ul style="list-style-type: none"> • VA:Cr1.1.1a - Use multiple approaches to begin creative endeavors. • VA:Cr2.1.11a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • VA:Re9.1.111a - Construct evaluations of a work of art or collection of works based on differing sets of criteria. • VA:Cn10.1.11a - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making. 	

Instruction - daily plan:

Day 1 - Elements and principles (30 min) / critique (30 min)

The first half of the hour will be dedicated to examining the elements and principles of art and design. I will begin class by curating a VTS class discussion of a creative pinch pot displayed on the screen. I will ask the students what they see and encourage them to describe the aesthetic characteristics in detail. This will lead into an overview of the elements and principles of art and design. The elements and principles have been posted on the walls, referenced in conversation, and addressed in past art classes, so they have some level of awareness. During this in-depth overview, we will view images and discuss as a class how the elements and principles specifically apply to ceramic art pinch pots and sculptures. Sketching is an important part of this assignment, and will continue to be important throughout this class, so the end of the presentation will be a demo on sketching. This demo is meant to make students more comfortable and confident sketching 3D objects. The sketching assignments throughout the semester will become more approachable, because this sketching lesson will give students a clear idea of the purpose and expectations - what's important and how detailed they're supposed to be. For our sketches, we will use pencils, colored pencils, and pens. Pencils will be used first to make a rough gesture the form and details, then color will be added where relevant, and last a pen will be used on top to add the most important lines and details. None (or at least mostly none) of the initial gestural pencil lines should be erased. These are meant to look like thumbnail sketches that present the most important information. These are intended to be done in 2-3 minutes, and are not expected to be clean, crisp, fully-developed drawings.

The second half of the hour will be dedicated to observing, sketching, and evaluating six existing works of art. These will be either high-quality in-person creative pinch pots from past classes, or printed out images of a professional artist's work. The sculptures will be divided between six tables, one on each table. Students will move around the room and spend five minutes at each station. I will alert them when they have one minute remaining and when the five minutes is up. For each piece, they will record a sketch and list three of its most outstanding elements or principles.

Day 2 - Introduction (20 min) / work time (40 min)

I will begin class with a powerpoint introduction to the assignment. Students will be assigned to make three pinch pots - all with different forms, shapes, textures, and colors. One of the pots will use one color of glaze, one will use two glazes, and one will use three. They will use anywhere from 1/2 lb to 1 lb of clay per pot. They will personally cut and weigh their clay to make sure it's within that range. I will give a brief demo about how to cut and weigh clay and begin forming a pinch pot. Students will use the remainder of the hour to begin their first pinch pot. At the end of class, they will spray their pieces with water, wrap them in plastic, and clean up the room.

Day 3 - Sketching (20 min) / work time (40 min)

We will begin the hour with 20 minutes of silent sketching. They will sketch at least six thumbnails of original ideas for this assignment. I chose to hold off sketching and ideation until this day so they could first have a feel of the clay. I wanted them to work with forming pinch pots and experimenting a bit before they put ideas onto paper, and didn't want their pre-sketched out ideas onto paper to change their initial exploration. After their sketches are completed, they will continue working for the remainder of the hour. At the end of class, they will spray their pieces with water, wrap them in plastic, and clean up the room.

Days 4 and 5 - Students will begin class by setting up their materials and getting straight to work. I will walk around the room to view sketches and discuss process with students individually. I will ask questions and encourage creative risk-taking. By the end of these work days, students will have completed one pinch pot and began their second.

Day 6 - At the beginning of the hour, I will let students know they have this hour plus three more class sessions to complete the clay part of their projects. I will visit students individually as they work to check in with process and progress.

Days 7 and 8 - Students will begin class by setting up their materials and getting straight to work. To be on schedule, they will complete their second pinch pot and begin their third. They will stay on task and put effort into achieving creative results. At the end of class, they will spray their pieces with water, wrap them in plastic, and clean up the room.

Day 9 - Students will use the day to work and complete their third piece. By the end of the hour, all of their work is due on the shelf to be fired in the kiln.

Day 10 - Students will collect their bisque-fired pieces and begin glazing. They will choose their glazes thoughtfully by examining the available sample tiles. I chose to dedicate three class sessions toward glazing instead of two because of the color requirements for this assignment. Many of the students will have intentional color schemes and precise details.

Day 11 - Students will have the hour to work on glazing their pieces. Three layers of glaze will be applied onto every area (except the bottom).

Day 12 - All glazed work will be completed and due at the end of the hour. When students are done, they will help clean up the room.

Day 13 - Silent critique (30 min) / verbal critique (30 min)
Students will enter the room, collect their final pieces, and bring them to their seat. We will have a silent critique for the first half hour using the same method practiced on day 1. Students will visit a total of six different final pieces of peer work to evaluate for five minutes each. I will let students know when they have one minute remaining and when five minutes is up. For each piece, students will use their own sketchbooks to record a sketch and list three of the most outstanding elements or principles. For the second half of class, we will engage in an open critique. Students will take the lead on discussing which pieces stood out to them. We will move around the room. They will use the elements and principles to describe their observations and ask each other questions.

Resources: (Websites, Books, Music, etc...)

- Images of creative pinch pots:
 - <https://www.boredart.com/2016/07/diy-pinch-pots-ideas-to-try-your-hands-on.html>
 - <https://www.pinterest.com/pinchpotinfo/cool-pinched-examples/>
- Resources for teaching elements and principles:
 - <https://rjardin.files.wordpress.com/2014/11/elements-and-principles-of-sculpture.pdf>
 - <http://altaceramics.weebly.com/elements--principles-of-art.html>

Materials Needed:

- Six diverse examples of creative pinch pots (for first day critique)
- Pencil, colored pencils, pen, sketchbook
- Earthenware clay
- Scale
- Spray bottles
- Plastic wrap
- Wooden platforms
- Clay cutting knife
- Textures (toothbrushes, sponges)
- Kiln
- Glazes
- Cups for water and glazes
- Paintbrushes
- Sponges and sinks for cleanup

Evaluations:

Formative

- Beginning critique and sketches (day 1)
- Sketching and ideation (day 3)
- Working with students individually (days 2-12)

Summative

- Critique (day 13)