Essential Learning:
What are the skills, techniques and knowledge students must learn in order to create unique, well-crafted and aesthetically pleasing works of art in clay?

Question # 1:
How do the principles of design aid the artist in creating an aesthetically pleasing work of art? How can words get interpreted into visual forms?

Question # 2:
Where do artists find inspiration/ideas? In what ways do artists translate this inspiration into a tangible creation?

Question # 3:
How can you construct a slab built lidded vessel using clay?

Assessment:

Essential Question # 1:
Project Based Assessment
One person from each group chooses an adjective from the word bowl. Students work in groups of six and are given 15 minutes to create a 3D paper sculpture that incorporates at least three principles of design effectively as well as interpret the word chosen. When finished, students pass their sculpture to another table (group). Each table takes a few minutes to write down the principles they notice and how they are being utilized. The group also records what word they think is being interpreted and what improvements could be made to the form. A group critique is conducted where students share their observations.

Traditional Assessment
Students are given credit for effort and class participation.

Specific Skills – Students should know:
- The elements of art and principles of design
- What the word aesthetic means
- Why it is necessary to brainstorm
- Why they are working in groups
- Time limits for each part of the exercise

Specific Skills – Students should be able to:
- Cut, fold, bend, twist and tape paper
- Use the elements of art and principles of design
- Work as a team where everyone is contributing
Troubleshoot any problems and make adjustments
Interpret a descriptive word into a visual form
Constructively criticize a piece of artwork
Make suggestions for improvement

**Essential Question # 2:**

*Project Based Assessment*

Students choose an artistic movement, a specific artist or culture they are interested in to research. Students record key ideas and important background information in their sketchbooks. Students use this information as a springboard for inspiration and sketch out their own ideas. Students gather 3-5 images, found objects or other type of visuals to use for reference. These sketches will be used for a final Tile making project where the student will be required to create a series of 4 tiles each 4 x 4 x 1/2 inches.

*Traditional Assessment*

Students present their research, sketches, final fired tiles and answers from the project’s reflection sheet in a 3-5 minute presentation.

**Specific Skills – Students should know:**

- How to access the Internet, books, and periodicals for research purposes
- How to extract key information from their research
- An artist may find inspiration in the most unusual places
- Two artists may be inspired by the same thing but create something completely unique from one another.
- The project’s deadlines

**Specific Skills – Students should be able to:**

- Gather visuals for reference
- Sketch out their ideas
- Roll out a slab that has even thickness
- Use a fettling knife to cut out four 4 x 4 x 1/2 inch clay tiles
- Utilize one or more of the surface techniques demonstrated
- Meet project deadlines
- Reflect and evaluate their artwork

**Essential Question # 3:**

*Project Based Assessment –*

Students will construct a slab built clay vessel utilizing geometric shapes/forms.

*Traditional Assessment –*

Along with their final project, students complete a Rubric and Reflection sheet.
**Specific Skills – Students should know:**

- What clay is made of
- What happens to clay while in the process of drying
- What happens to clay while in the process of being fired
- The proper safety and cleanup procedures when working with clay and glazes
- Vocabulary terminology associated with ceramics; tools, clay, kilns…
- Project deadlines

**Specific Skills – Students should be able to:**

- Sketch out their ideas on paper
- Build a paper mockup based on their sketches
- Wedge clay
- Roll out a slab of clay that has an even thickness
- Use a fettling knife to cut clay
- Score and slip clay to make attachments
- Use tools safely
- Focus on craftsmanship
- Properly glaze their bisqueware
- Speak intelligently about their artwork using ceramic terminology
- Meet project deadlines
- Reclaim clay
Teacher: Jennifer Martorello  
Grade Level: High School  
Content Area: Ceramics  
Unit Title: From the Earth  
Lesson Title: Geometric Slab Constructed Form

Purpose (Goal):  
Students will create a three-dimensional slab constructed lidded ceramic vessel using geometric shapes and forms.

Anticipatory Set:  
Students are given 2 minutes to draw as many geometric shapes and forms as they can in their sketchbooks. Students are then asked to draw these shapes/forms on the board for everyone to make a visual checklist. Students then choose a principle of design and are given another 2 minutes to make a unique geometric shape/form. These shapes/forms can stretch, squish, dissect, combine… After the 2 minutes is up, students are then asked to draw these “new” forms on the board and discuss what emotional reaction they evoke. Students are then shown examples of slab-constructed vessels via PowerPoint.

Objectives: Students should know:

1. What clay is made of  
2. What happens to clay while in the process of drying  
3. What happens to clay while in the process of being fired  
4. The proper safety and cleanup procedures when working with clay and glazes  
5. Vocabulary associated with ceramics  
6. Project deadlines

Objectives: Students should be able to:

7. Sketch out their ideas on paper  
8. Build a paper mockup based on their sketches  
9. Wedge clay  
10. Roll out a slab of clay that has an even thickness  
11. Use a fettling knife to cut clay  
12. Score and slip clay to make attachments  
13. Use tools safely  
14. Focus on craftsmanship  
15. Properly glaze bisqueware  
16. Use geometric shapes/forms to create a 3D slab-constructed lidded vessel  
17. Meet project deadlines  
18. Evaluate and reflect on their artwork  
19. Reclaim clay
Materials/Resources Needed:
Pencils, sketchbooks, PowerPoint Presentation, poster, 12 x 18 paper, scissors, tape, clay, fettling knives, slip, scoring tools, plastic bags, boards, spray bottles, brushes, sponges, carving tools, rolling pins, underglazes, glazes and wax resist.

Input:
Objectives listed above are essential for the student to know before beginning the project. This information will be communicated to students in the form of note taking, demonstrations, visual comparisons using examples, handouts, PowerPoint presentations and postings on the board.

Model:
I will be demonstrating processes and techniques such as: taking sketches and building a full scale paper mockup using scissors and tape, wedging clay, rolling and cutting slabs, applying texture to the surface of the clay with tools or other found objects, using various sized wooden dowels to create cylinders, scoring and slipping to make attachments, underglazing and glazing.

Check for Understanding (Assessment):
Students will be given a grade for their sketches, paper mockup and evaluations from the critique. One on one as well as group critiques are conducted to ensure and reinforce students’ understanding. Students turn in their final project along with a Rubric and Reflection sheet. The Rubric requires the student to evaluate and grade their own work based on project criteria. The Reflection requires students to answers questions related to their own artistic choices, vocabulary and techniques learned and suggestions for improvements they would like to make.

Guided Practice:
The Anticipatory set listed above is an example of guided practice to help students brainstorm and see other possibilities.

After the students have completed their paper mockup, they will trade with another person and be given 5-10 minutes to write an evaluation based on the following requirements posted on the board:

1. Does this form use geometric shapes/forms? What are they?
2. Is this form well balanced? What type of balance is being used?
3. Is this form unified? How?
4. What is it about this form that appeals to you?
5. What could the artist do to improve the form?
After the students complete the evaluation, they are asked to discuss their answers with one another. A few people are asked to volunteer their answers to the whole group.

Students will spend ½ a class period rolling out a small slab for practice. After the slab has a day to dry to leather hard stage, students practice cutting and attaching slabs and smoothing seams.

**Closure:**
Each student will complete a Rubric and Reflection sheet at the end of the project. Finished vessels will also be set out for students to view and share construction and glazing techniques or combinations.

**Independent Practice:**
Students will sketch out 5 ideas for their form using geometric shapes/forms as a homework assignment. They will create a full-scale paper mockup based on the sketch they choose to construct starting in-class and finishing at home if necessary. Students answer critique questions while evaluating another student’s paper mockup in class. Students translate this paper mockup into a slab built clay form in class. Students’ make decisions about color and texture and glaze their vessel in class.
Notes on Throwing
Wedgeing - Duck Face.

Keep out dry.

Wet hands.

Feel clay.

Cone up.  (another form of wedging)

nose should be over the center.

- make a indentation (mushroom) to know where to put your pinky.

Cone up.

area where you'll work.

open hole -

pull towards with left hand (inside)

6 o'clock -

two center fingers -

downward pressure with two tips of fingers -

left thumb -

always have right hand on outside.

Compress lip/rim -

just pull don't go up with.
Conway Down

Look left hand firmly
(avoid 5 o'clock)

No Pressure

Right hand -
pushing down forward
Chest hands keeps close
Steady

Use your
Thumb to
Conway

Work at 4 o'clock

Compress - lip, inside wall
Center - can use sponge
(avoid 5 cracks)
and then tack up the wall

Define cotton inside
to the walls -
make an interior groove
on bottom - to define how
thick walls will be

Pulling wall up 3-4 O'Clock
Night outside