

LESSON PLAN NAME: FOUR MATCHING CUPS

Grade Level: 9-12

List 2 or 3 related outcomes from the PA Arts and Humanities Standards:

<https://www.pmea.net/wp-content/uploads/2012/10/PA-Standards.pdf> And/or national core curriculum: <https://www.nationalartsstandards.org>

9.1 Production, Performance, Exhibition of Dance, Music, Theatre, and Visual Arts

9.1.12. A. Know and use the elements and principles of each art form to create works in the arts and humanities.

Elements- Visual Arts: • Color • Form/shape • Line • Space • Texture • Value

Principles- Visual Arts: • Balance • Contrast • Emphasis/focal point • Movement/rhythm • Proportion/scale • Repetition • Unity/harmony

H. Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts at work and performance spaces.

- Evaluate the use and applications of materials.
- Evaluate issues of cleanliness related to the arts.
- Evaluate the use and applications of mechanical/electrical equipment.
- Evaluate differences among selected physical space/environment.
- Evaluate the use and apply safe methods for storing materials in the arts.

BIG PICTURE RATIONALE: The goal for this lesson is for students to be able to make work that is as identical and cohesive as possible. With this project, students will need to pay close attention to measurements, techniques, and details. This will allow students to work through different problem-solving techniques to meet the requirements. The students feel a lot of pride when they use the projects they've made, so making 4 identical ones that they worked hard for will add to that.

MENTOR ARTIST/S OR VISUAL CULTURE: Bill Schran is a lesser known ceramic artist that teaches ceramics. He has created a good technique for ensuring your matching cups are uniform. John Glick is another ceramic artist that throws on the wheel and makes matching sets of different dishes.

ESSENTIAL QUESTIONS: How can we ensure our cups are as uniform and identical as possible? How can we keep ourselves from giving up while learning the process of the wheel? How do we know when to step away from the wheel and keep from overworking our clay? How do we apply slab construction to the act of making identical cups?

GOALS:

- Learn how to center clay on the wheel properly.
- Learn how to apply slab construction to the act of making multiples.
- Learn how to take precise measurements to ensure uniformity.
- Learn how to throw cups on the wheel.
- Learn how to make cardboard rulers/guides.

OBJECTIVES: Students will learn how to throw forms on the wheel. Students will first learn how to center their clay, because without centering it their pieces will fail. Students will learn how to create guides and rulers out of cardboard to ensure identical pieces. Students can also apply their slab construction skills to learn how to make slab constructed identical pieces.

LOGISTICS: Clay, potters' wheels, cardboard, sharpies, scissors/x-acto, wire, sponge, water, bucket, carving tools, rulers

SPARK/INTRODUCTION (Time: __Half of the block __) – Students are typically super excited to try the wheel. The introduction for this lesson is simply just a wheel throwing demo. I am going to take about half the class at a time to ensure they can see properly and ask questions as needed. During the demo, I am going to explain every little thing to them regarding the process of centering the clay. I am also going to talk about some wheel throwing artists I think are cool, as well as some history of the wheel. For the block, my focus is really driving home how to center it. I am going to show the whole process, but for the first day, I want them to really understand the feel of centering and what to look for.

ACTIVITY (Time __Several days__): Students will have the opportunity to try the wheel if they want to. I am not requiring the wheel, as not everybody has the interest. We have 3 wheels, so 3 students will be able to try throwing at once. Students will take their time understanding the process of centering the clay. Once students feel comfortable and confident with centering the clay, we will move on to the next steps of wheel throwing. For the following days after centering is mastered, I will move on to the next demo, which will be making the guides for making uniform bodies and how to use them. They will have a couple techniques to choose from. Students will once again go 3 at a time and work during the block until they are at a good stopping point.

CLEAN-UP PROCEDURES (Time ____ 15min ____): Wheel cleanup needs to be thorough. This will take longer than the typical table cleanup they are used to. I will walk them through it at the end of class, so they know what steps to follow and what's expected of them.

CONCLUSION/WRAP-UP (Time ____ Full block ____) – The conclusion will fall on a day when my wheel throwers are nearing the end of their cups. On this day, I am going to do a trimming demo. I plan to show them multiple different ways to trim, and different techniques to really elevate their pieces.

ADAPTATIONS/MODIFICATIONS: Students that struggle with fine motor skills will have the opportunity to play on the wheel to get a feel for what it's like. If they feel they can make a form, I will support them in that process. Students with 504/IEPs that call for modifications will receive extra support in areas as needed. This will include walking them step by step through how to make their guides, or making one for them while next to them, then having them try it themselves.

EXTENSION: Students that finish early are more than welcome to add handles to their cups, as this is something they know how to do. They are also able to begin throwing other forms if they are interested, and I can help them through that. They can work on their other projects as usual as well.

ASSESSMENT STRATEGIES/RUBRICS: I will be grading students based off of the uniformity of their cups. I will be measuring their cups to check how close they are to one another. Students will be graded on their glazing as well. I am looking for thick, even coats of glaze.

RESOURCES & IMAGES:

<https://ceramicartsnetwork.org/daily/article/MakingMultiples-Using-Templates-to-Throw-Uniform-Shapes-on-the-Pottery-Wheel>

<https://ceramicartsnetwork.org/ceramics-monthly/ceramics-monthlyarticle/John-Glick-A-Legacy#>

<https://americanart.si.edu/blog/david-drake-potter-poet>