



## Art in the Classroom: Clay Heads

Grades: K-8th

Duration: 45 min.

**National Learning Standard:** See end of lesson

**Objective:** Students will get an introduction into the medium of clay with special emphasis on sculpting multiple pieces and joining them together to create a sculpture.

**Vocabulary:** *Clay:* a naturally occurring sticky fine grained earth. It is essentially rock dust combined with water. It can be molded into different shapes. Clay is used to make bricks, potteries, and ceramics. It is also used to make sculptures and decorative patterns and designs. . Based on the soil content, clay may be seen in shades of white, gray, brown, yellow, and orange-red. The general categories of clay are terracotta, stoneware's, and porcelain.

*Ceramic:* is any of the various hard, brittle, heat-resistant and corrosion-resistant materials made by shaping and then firing an inorganic, nonmetallic material, such as clay, at a high temperature.

*Score:* to scratch hatch marks on it as part of joining clay pieces together.

*Slip:* a liquefied suspension of clay particles in water.

*Compress:* Pushing the clay down and together, forcing the particles of clay closer.

**Elements/Principles of Art:** Form

**Art History:** People first began to fire clay in China and Japan about 14000 BC. Probably they started by lining baskets with clay so they would hold water better, and then they started leaving off the basket and just making clay containers. They may have used these early clay pots to ferment fish, or maybe to make beer, or both. A little later, people in Iraq and Brazil and Mississippi and Peru and other places also started to make pottery. People have invented pottery many times in many different places.

**Materials Used:** air dry clay, clay tools (K-3rd Grade: flat tooth pick, plastic fork; 4th-8th Grade: kabob stick, flat tooth pick, plastic fork), small water cup

**Procedure:**

1. Present info and examples of Project.
  - Set up of lesson...
    - History
    - Uses in art and/or other areas

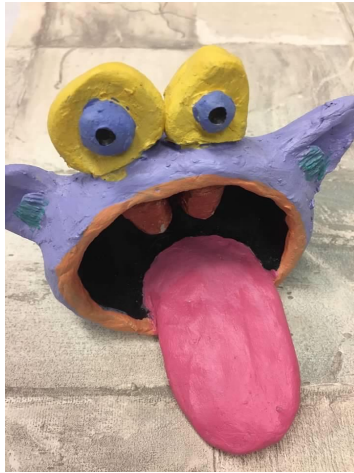


## Art in the Classroom: Clay Heads

- How they are going to create project
    - Discussion of material
    - Discussion of process
    - How they will create
  - K - 3rd Grade: Monster Heads
    - Create 1 pinch pot
    - Turn pinch pot on the side and create a flat bottom to look like an open mouth
    - create features for the monster: eyes, nose, teeth, tongue, horns, warts, ears, whatever they want their monster to look like.
    - Score, slip, and attach the features onto the pinch pot mouth.
    - Make sure to mend and compress the seems of the added pieces to help keep the additions onto the clay even after it dries.
  - 4th - 8th Grade: Mini Busts
    - Create 2 pinch pot
    - Score & Slip two pinch pots together, compress and mend seam.
    - Roll out a short, thick coil, press flat (cookie thin) into a rectangular shape. This will be the neck. Score, slip, and attach to the bottom of the head, compressing and mending the seam into one form.
    - Create features for their: eyes, nose, ears, whatever they want their person to look like.
    - Score, slip, and attach the features onto the hollow head.
    - Make sure to mend and compress the seems of the added pieces to help keep the additions onto the clay even after it dries.
  - Talk about how this clay will dry and become hard on its own without a kiln but that it is still fragile. Talk about how clay is fired in a kiln and glazed and fired again to become stronger. Let them know that they can paint their pieces once they are dried (with acrylic paint) to help make the piece stronger and last longer.
  - Clean up
2. Survey the class:
- Do they feel like an artist?
  - Would they like to work with clay again?
  - What was their favorite part about the lesson?

## Art in the Classroom: Clay Heads

- What was their least favorite part about the lesson?
- What other art material do they want to learn how to use?



K - 3rd Grade Monster Head  
(with acrylic paint after clay is completely dried)



4th - 8th Grade Mini Bust

## National Learning Standards

### K-3rd Grade:

#### VA:Cr1.1.Ka-3a

- Engage in exploration and imaginative play with materials.
- Engage collaboratively in exploration and imaginative play with materials.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Elaborate on an imaginative idea.

#### VA:Cr1.2.1a-3a

- Engage collaboratively in creative art-making in response to an artistic problem.
- Use observation and investigation in preparation for making a work of art.
- Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
- Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

#### VA:Cr2.1.Ka-3a

- Through experimentation, build skills in various media and approaches to artmaking.



## **Art in the Classroom: Clay Heads**

- Explore uses of materials and tools to create works of art or design.
- Experiment with various materials and tools to explore personal interests in a work of art or design.
- Create personally satisfying artwork using a variety of artistic processes and materials.

### **VA:Cr2.2.Ka-3a**

- Identify safe and non-toxic art materials, tools, and equipment.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
- Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

### **VA:Cr3.1.Ka-3a**

- Explain the process of making art while creating.
- Use art vocabulary to describe choices while creating art.
- Discuss and reflect with peers about choices made in creating artwork.
- Elaborate visual information by adding details in an artwork to enhance emerging meaning.

## **4th - 8th Grade:**

### **VA:Cr1.2.4a-8a**

- Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
- Formulate an artistic investigation of personally relevant content for creating art.
- Develop criteria to guide making a work of art or design to meet an identified goal.
- Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.

### **VA:Cr2.1.4a-8a**

- Explore and invent art-making techniques and approaches.
- Experiment and develop skills in multiple art-making techniques and approaches through practice.
- Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.



## **Art in the Classroom: Clay Heads**

- Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.

### **VA:Cr2.3.4a-8a**

- When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.
- Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.
- Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

### **VA:Cr3.1.4a-8a**

- Revise artwork in progress on the basis of insights gained through peer discussion.
- Create artist statements using art vocabulary to describe personal choices in artmaking.
- Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- Reflect on and explain important information about personal artwork in an artist statement or another format.
- Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.