



Longwood Center for the Visual Arts  
129 North Main Street  
Farmville, VA 23901  
434-395-2206

**Professional Development Teacher Workshop**  
*Fire it Up!*  
November 8th, 2013

**Lesson: "Anibowls"**  
**Grade Level: Third**

Goals	Virginia Standards of Learning
The students will learn how to make a pinch pot into a bowl, and how to attach other clay pieces onto it using slipping and scoring.	3.10 The student will use subtractive and additive processes in various media, including clay, to create sculptures
The students will critique their peers completed projects as a class, using vocabulary.	3.20 The student will express informed judgments about works of art
The students will understand what an herbivore, carnivore, and omnivore is using their pinch pot bowls they turn into an animal.	Science 3.5 The student will understand herbivore, carnivore, omnivore

**Supplies and Materials:**

- **Stoneware Clay:** pre-make tennis balls size balls for each student- <http://www.dickblick.com/categories/firingclays/>
- **Acrylic paints:** various colors- <http://www.dickblick.com/products/chromacryl-acrylic-essentials-sets/>
- **Scoring tools-** forks, cut edges of credit cards, etc.
- **Slip**
- **Printed picture of animals or a PowerPoint of pictures of animals**
- **Trays for each student to keep their work on-** recycled meat foam trays, cut boards of wood, etc.

**TEACHER AND STUDENT PROCEDURE**

<b>TIME</b>	<b>TEACHER PROCEDURE</b>	<b>STUDENT PROCEDURE</b>
<b>MIN</b>	<b>Day 1</b>	
<b>1 minute</b>	The teacher will greet the students at the door and instruct them to sit quietly at their assigned tables.	The students will enter the classroom and quietly sit at their assigned seat.
<b>3 minutes</b>	The teacher will ask the students what they have learned in science class about herbivores (plant eater), carnivores (meat eater), and omnivores (plant and meat eater), and what each one is.	The students will answer with what they now about herbivores, carnivores and omnivores.
<b>5 minutes</b>	The teacher will show various images of animals on a PowerPoint or printed pictures, and have the students raise their hands and correctly identify the type of diet that specific animal has. Ex. Herbivores: buffalo, cattle, horse, elephant, giraffe, turtle. Carnivore: tigers, lion, sharks, wolf, alligator. Omnivore: human, pig, dog, raccoon.	The students will raise their hands and tell the class what each animals diet classification is.
<b>1 minute</b>	The teacher will tell the student they are going to make an herbivore, carnivore or omnivore and turn it into a bowl.	The students will be listening quietly.
<b>1 minute</b>	The teacher will have the students gather around the demonstration table quietly.	The students will quietly gather around the demonstration table and wait for instruction.
<b>8 minutes</b>	The teacher will demonstrate how to make a pinch pot. The teacher will make sure to tell the students that the very last thing they do to their pinch pot is pinch the very top, or the lip, because it could get to weak and crack if they do it first. The teacher will demonstrate how to smooth the outside and make sure the walls are not too thick or thin.	The students will quietly watch the teacher's demonstration.
<b>2 minutes</b>	The teacher will ask the students if there	The students will ask questions if

<b>1 minute</b>	are any questions, and then answer them.  The teacher will send everyone back to their tables.	they are unsure about something.  The students will quietly go back to their seats.
<b>2 minutes</b>	The teacher will have a student help pass out the pre made balls of clay to each student.	The students will patiently wait for a ball of clay, and not play with it until instruction.
<b>10-15 minutes</b>	The teacher will assist the students on how to correctly make their pinch pots.	The students will may their pinch pots, and raise their hands for help if needed.
<b>1 minute</b>	The teacher will instruct the students once they are done, to carve their name carefully into the bottom of their pot with a pencil or other carving tool.	The students will carefully write their name on the bottom of their pot and on their tray.
<b>7 minutes</b>	The teacher will call each individual table to put their trays with their pots on it on the covered shelf. After they have done that, the students will be instructed to wash their hands.	The students will wait patiently until their table is called, carefully carry their tray to the covered shelf, and then wash their hands.
	The teacher will instruct the students to wait quietly at their tables until they are dismissed.	The students will wait quietly until they are dismissed.
<b>2-3 minutes</b>	Exit Questions: What are the three animal diets? Herbivore, carnivore, omnivore. What is the last thing you do when making a pinch pot?	The students will raise their hands and answer the questions.
	<b>Day 2</b>	
<b>1 minute</b>	The teacher will greet the students at the door and instruct them to sit quietly at their assigned tables.	The students will quietly go to their assigned tables.
<b>3 minutes</b>	The teacher will ask the students what we did in class last time. The teacher will go over what each animal diet is, and review the pictures that we labeled last time.	The students will respond to the teacher's questions, and listen quietly to the review.
<b>6-7 minutes</b>	The teacher will instruct the students to get out their sketchbooks. The teacher will instruct the students to pick an animal they	The students will get out their sketchbooks. They will pick an animal they want to make, draw it,

	<p>would like to make. They will draw the animal, label the animal's diet, and they will make a list of all the animals' body parts. Ex; head, tail, ears, long neck, etc. The teacher will walk around and assist the students.</p>	<p>label it with omnivore, carnivore or herbivore, and make a list of the body parts.</p>
<p><b>1 minute</b></p>	<p>The teacher will have the students gather around the demonstration table quietly.</p>	<p>The students will gather quietly around the demonstration table.</p>
<p><b>8 minutes</b></p>	<p>The teacher will demonstrate how to make body parts out of clay. The teacher will explain slipping and scoring, and demonstrate how to attach the formed body parts onto the pinch pot, and smooth out the seams.</p>	<p>The students will watch the demonstration, and ask questions if needed.</p>
<p><b>3 minutes</b></p>	<p>The teacher will answer any questions that the students may have. The teacher will send the students back to their assigned seats. The teacher will have a student help pass back the trays with their pinch pots on it, and another student help pass out premade golf ball size balls of clay to each student.</p>	<p>The students will wait patiently at their tables until they have received their pinch pots and small golf ball size of clay.</p>
<p><b>15 minutes</b></p>	<p>The teacher will walk around and assist the students while they make and attach the body parts to their animals.</p>	<p>The student will make the animals extremities and attach them.</p>
<p><b>7 minutes</b></p>	<p>When they are done, the teacher will call each table up at a time to put their trays on the shelf, uncovered, so they can dry. The teacher will explain what the "leather hard" stage is. The teacher will instruct the students to wash their hands and return to their seats.</p>	<p>The students will wait until their table is called, then place their tray back on the shelf to be dried. Then they will wash their hands and return to their seats.</p>
<p><b>3 minutes</b></p>	<p>Exit Questions: What is slipping? Basically glue for clay. How is it made? Dry clay dust and water. What is scoring? Making hash marks into the clay where you will join it with another scored piece of clay. What is the dry stage of the clay called? Leather hard.</p> <p>The teacher will fire the bowls in the kiln to</p>	<p>The students will answer the teacher's questions.</p>

	<p>be ready for next class.</p> <p><b>Day 3</b></p> <p>The teacher will have various colors of acrylic paint, water cups, and paint brushes on each table.</p>	
<b>1 minute</b>	The teacher will greet the students and instruct them to sit quietly at their assigned tables, and not to touch any of the supplies.	The students will go quietly to their assigned tables.
<b>3 minutes</b>	The teacher will pass out their fired bows.	The students will wait for their fired bowls.
<b>15 minutes</b>	<p>The teacher will instruct the students that today they are painting their bowls, and that they will be done with them that day and they will not have to be fired again!</p> <p>If a student finished early, the teacher will instruct them to write about their work. Ex: Why they chose the animal, what possible things their animal might eat, why they chose the colors they used, etc.</p>	<p>The students will listen to instructions. The students will use acrylic paint to paint their animal bowls.</p> <p>The students that finish early will write about their finished piece in their sketchbook.</p>
<b>5 minutes</b>	Once everyone has finished painting, the teacher will instruct the students to wash their hands.	The students will wash their hands.
<b>8-10 minutes</b>	The teacher will lead all the students around to each table. The teacher will select a few pieces, and as a group they will talk about each piece.	The students will follow the teacher around the room, and actively participate in the group discussion about the finished pieces.
<b>3 minutes</b>	Exit questions- What is a plant eater? A herbivore. What is a meat eater? A carnivore. What is something that eats both plants and meat? An omnivore. What are you? Various answers. What is it called to attach clay to other clay? Slipping and scoring.	The student will answer the teacher's questions.

<b>End of Class</b>	The teacher will facilitate classroom clean up procedures.	The students will partake in classroom clean up procedures.
<b>Fourth through Seventh Classes</b>	The teacher will facilitate classroom work time.	The students will build and carve their memory jars.
<b>After the Seventh Class</b>	After the seventh class the teacher should begin firing the pieces	Students should be ready to have their memory jars fired.
<b>After the pieces have dried or been fired 20 Minutes</b>	The teacher will show the students how to use the chosen adhesive to adhere trinkets of their choice to their memory jars.	Students will understand how to adhere their trinkets to their memory jars.
<b>Remainder of class</b>	The teacher will facilitate classroom work time.	The students will adhere their trinkets to their memory jars.
<b>Next Class 20 Minutes</b>	The teacher will go over painting techniques (brush or spray paint) to use on clay.	The students will see how to use paint on their ceramic pieces.
	The teacher will have students take notes.	Students will take notes.
<b>Remainder of Class</b>	The teacher will facilitate classroom work time.	Students will either continue to add trinkets or begin painting their memory jars.
<b>End of Class</b>	The teacher will facilitate classroom clean up procedures.	The students will partake in classroom clean up procedures.
<b>Next Class 10 Minutes</b>	The teacher will recap on the previous day. The teacher will remind students of how to use paint/paint techniques on clay.	The students will begin to work on what they started the previous day.

<b>Remainder of Class</b>	The teacher will facilitate classroom work time.	Students should be finished adding trinkets and begin painting.
<b>End of Class</b>	The teacher will facilitate classroom clean up procedures.	The students will participate in classroom clean up procedures.
<b>Next Class 10 Minutes</b>	The teacher will explain that after the pieces are finished, the entire class will participate in a class critique. The teacher will explain how to critique another's work. The teacher will also make students aware that they will have to write an artist statement about their piece.	The students will understand that they will participate in a classroom critique and will recognize how to critique their peer's works.  The students will also know that they are to write an artist statement about their memory jar.
<b>5 Minutes</b>	The teacher will recap on the previous class and go over techniques used for glazing or painting on the clay.	The students will remember what they started working on in the previous class and refresh themselves on painting techniques used on clay.
<b>Remainder of Class</b>	The teacher will facilitate classroom work time.	The students will finish painting their pieces.
<b>End of class</b>	The teacher will facilitate classroom clean up procedures.	The students will partake in classroom clean up procedures.
<b>Final Class</b>	The teacher will have the students write artist statements and then partake in a classroom critique. The teacher will facilitate the classroom critique.	The students will write artist statements about their pieces.  The students will participate in a classroom critique.

### References:

"Memory Jugs." *About and Vessels*. N.p., n.d. Web. 29 Oct. 2013.  
<<http://www.amesgallery.com/FolkArtPages/Memory.html>>.

"Search Collections." *Memory Vessel with Encased Photograph by Unidentified / American Art*. N.p., n.d. Web. 29 Oct. 2013. <<http://americanart.si.edu/collections/search/artwork/?id=24942>>.