



Longwood Center for the Visual Arts
129 North Main Street
Farmville, VA 23901
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Professional Development Teacher Workshop

Lesson: *Stencils and Ceramics*

Grade Level: 9th-12th grade

Vocab:

Ceramic: artwork made out of clay

Plastic: clay that is workable and malleable; flexible and able to be shaped into something

Leatherhard: clay that is partially dry; no longer flexible

Bisque: clay that has been fired once

Scoring/slipping: method to attach pieces of clay together

Stencil: paper, plastic, or metal with letters, numbers, or a design cut from it so that the letters, numbers, or designs can be reproduced on a surface beneath the stencil. Most are reusable and help reproduce images quickly.

Artist Statement: an artist's written description of their work, explaining influence, meaning, materials, etc.

Goals	Virginia Standards of Learning
Students will experiment with the elements of art (line, shape, form, color, value, texture, space) and the principles of design (proportion, rhythm, balance, emphasis, variety, contrast, unity) in a stenciled design on ceramic.	AI.3 The student will produce works of art that demonstrate the experimental application of the elements of art and the principles of design.
The student will be able to describe the different stages of ceramic production and successfully create ceramic tiles using the slab method.	AI.6 The student will produce works of art that demonstrate an understanding of two-dimensional and three-dimensional art media, with emphases on drawing, painting, and sculpture.
Students will describe completed ceramic tiles using the elements of art and principles of design.	AI.13 The student will describe works of art, using appropriate art vocabulary.
Students will describe, analyze, and interpret their own and classmates' work.	AI.21 The student will analyze an original work of art by describing, responding, analyzing, interpreting, and judging or evaluating
The student will be able to write an artist's statement explaining their work and their artistic	AI.28 The student will demonstrate in writing the ability to support personal criteria for making visual aesthetic judgments.

choices.

Supplies and Materials:

- Low-fire clay (A.R.T. Moist Clay White Talc I, \$15.49 for 50lbs at Dick Blick)
- Low fire-glazes, (Amaco Artist's Choice Glaze Classroom Packs, \$47.99 for 6 pints)
- X-Acto knives and cutting mats
- Scissors
- Commercial stencils, if desired
- Acetate, wax paper, transparency sheets, or any material that resists moisture (to create stencils)
- Rubber brayers
- paintbrushes
- Rolling pins

****This is a multiple-day lesson.**

TEACHER AND STUDENT PROCEDURE

TIME	TEACHER PROCEDURE	STUDENT PROCEDURE
Day 1		
15 MIN	The teacher will introduce ceramics via a PowerPoint presentation, focusing on the history and contemporary ceramics. Vocab. will be introduced, especially the stages of clay production.	The student will be able to explain the different stages of clay production, including plastic, leatherhard, greenware, bisque, and glazeware.
25 MIN	The teacher will demonstrate how to create a slab of clay that is the same thickness throughout, and how to trim the edges so that a square or rectangle is created. <i>(If available, a slab roller could be used to speed the process of creating slabs.)</i>	The student will be able to create several slabs of clay that are the same thickness and size.
5 MIN	The teacher will ask students to clean up their materials and return extra supplies to the supply table. <i>The teacher will bisque fire ceramic tiles to cone 04-03 when all tiles have been made.</i>	Students will place their work in a designated area of the room, and cover their clay with plastic if slabs are not completed. Students will clean up their areas and return supplies.
Day 2		
10 MIN	The teacher will review concepts from the last class, especially the stages of clay production.	The student will be able to recall the stages of clay production.

20 MIN	The teacher will introduce the concept of using stencils to create images. The teacher will focus on how to create a stencil from a variety of materials (paper, wax paper, acetate, or other materials).	Students will brainstorm what shapes, designs, figures, etc. they would like to create a stencil of.
15 MIN	The teacher will demonstrate how to safely use and X-Acto knife. The teacher will give students the rest of the class to begin creating their stencils.	Students will begin creating their stencils using their choice of material and an X-Acto knife. <i>Students should be under teacher supervision when using X-Acto knives.</i>
5 MIN	The teacher will ask students to clean up their materials and return extra supplies to the supply table.	Students will clean up their areas and store their stencils in a designated area in the classroom.
Day 3		
5 MIN	The teacher will review concepts from last class.	Students can describe the how to create a stencil.
40 MIN	The teacher will demonstrate how to use underglazes and stencils on a bisque-fired clay tile, focusing on layering images and using the elements of art and principles of design. The teacher will glaze fire when all tiles have been glazed. If desired, a clear top glaze may also be applied.	Students will choose how to arrange their stencils on each of their clay tiles, layering stenciled images over one another and using various underglazes.
5 MIN	The teacher will direct students to clean up their materials and return extra supplies to the supply table.	Students will clean up their areas and place their completed tiles in a designated area.
Day 4		
5 MIN	The teacher will review concepts from the last class, especially the underglazing process.	Students will describe the changes in glazes during firing.
20 MIN	The teacher will explain the purpose of an artist statement and how to write one, with a focus on explaining imagery, stencil use, and elements of art/principles of design.	The student will write an artist statement reflecting their artistic choices in creating ceramic tiles.

30 MIN	The teacher will ask students to share their artist statements with the class during a whole-class critique. <i>If necessary, critique may take place on the fifth day of class.</i>	Students will share their artist statements during critique, and analyze/evaluate each other's work based on artist statements and class discussion.
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References:

Wandless, Paul Andrew. *Image Transfer on Clay: Screen, Relief, Decal, and Monoprint Techniques*. New York: Lark Crafts, 2006.