



Longwood Center for the Visual Arts  
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**Professional Development Teacher Workshop**  
*Fire it Up!*  
November 8th, 2013

**Lesson: Folk Art Face Jugs**  
**Grade Level: Sixth - Eighth**

**What is a Face Jug?**

It is theorized that face jugs originated with African slaves who worked on American plantations. Many Slaves brought to the United States had belief in Voodoo, along with their own beliefs brought with them from Africa. With introduction and the exposure of Christianity this created extraordinary confusion to people who were used to an entirely different culture.

Jug shards have been found in many places, such as on grave sites and along underground railroads. This implies that the face jugs were very important to the escaping slaves. Speculation is that slaves who were not allowed to have tomb stones, developed face jugs as grave markers designed to scare and keep the devil away.

In the 1820's the practice of making face jugs spread throughout South Carolina and into Georgia, North Carolina and other states and the purpose of the jug evolved. In the 1920's, due to the prohibition, the face jug became known as the ugly jug and was used to store alcohol. As time went on, the jugs became uglier in an attempt to identify the contents and frighten children. Lanier Meaders (1917-1998) and his family are famous for their stoneware pottery, and he is the most famous of the Georgia folk potters who made face jugs.

Today, a few family-operated potteries are still making face jugs in the traditional way. They start with the local clay and fire their work in a wood-burning kiln and still continue to incorporate the use of porcelain teeth and eyes.

Goals	Virginia Standards of Learning
<p>The students will use their sketchbooks to take note about face jugs and record the process of making a ceramic art object with the coil building process.</p>	<p>6.1 The student will use, and record in a sketchbook/journal, steps of the art-making process, including brainstorming, preliminary sketching, planning, reflecting, refining, and elaborating, to create works of art.</p>
<p>The student will use the coil building method to make a face jug and then they will carve the face into the jug.</p>	<p>6.8 The student will use modeling, assembling, or carving to create three-dimensional works of art.</p>

<p>The students will see that ceramics is an important art technique in the crafts society.</p> <p>The students will be able to describe the step they took to create their finished face jug project.</p> <p>The students will be able to explain why face jugs are created.</p>	<p>6.10 The student will examine the role of crafts in society.</p> <p>6.13 The student will explain the relationship between art-making processes and finished products.</p> <p>6.17 The student will respond to questions about why artists create works of art.</p>
<p>The students will use their sketchbook to record notes about face jugs, create preliminary sketches and record note about the coil building process.</p> <p>The students will create a three-dimensional work of art by coil building and carving a face jug.</p> <p>The students will learn about face jugs and how they affected history.</p> <p>The students will critique each other's face jugs during an evaluation.</p> <p>The students will describe what they do and do not like about the art of face jugs.</p>	<p>7.1 The student will use, and record in a sketchbook/journal, steps of the art-making process, including research, to create works of art.</p> <p>7.9 The student will create three-dimensional works of art, using various processes to include clay hand-building techniques.</p> <p>7.11 The student will analyze how art and culture influence each other.</p> <p>7.15 The student will apply processes of art criticism to evaluate works of art.</p> <p>7.19 The student will describe personal responses to visual qualities of works of art.</p>
<p>The students will use a sketchbook to create thumbnail sketches, record the process of coil building and take notes on the history of face jugs.</p> <p>The students will create a face jug by using the coil building method, by carving into the clay to create the face, and by glazing or painting the face jug.</p> <p>The students will recognize that people who make ceramics are</p>	<p>8.1 The student will plan for and reflect on the art-making process, using a sketchbook/journal.</p> <p>8.11 The student will create three-dimensional works of art by combining a variety of techniques and processes.</p> <p>8.14 The student will identify the roles of artists in society.</p>

artists.		
During a classroom critique, the students will critique their own work and the works of their peers.	8.18	The student will critique personal work and the work of others.
By learning about the history of the face jugs, students will be able to understand the purposes, values and meanings behind the art of face jugs.	8.20	The student will analyze purposes, values, and meanings of works of art.

**Supplies and Materials:**

- Kiln if firing
- Glazes if firing
- Acrylic paint if not firing
- Paint brushes
- Clay tools for carving etc.
- Clay, enough for your entire class to make a face jug no bigger than 10”H x 8”W x 8”D
- Clay storage so that the pieces can be worked on over several days
- Sketchbooks

**TEACHER AND STUDENT PROCEDURE**

<b>TIME</b>	<b>TEACHER PROCEDURE</b>	<b>STUDENT PROCEDURE</b>
<b>MIN</b>		
<b>First Class 15 Minutes</b>	The teacher will introduce face jugs. The teacher will show images of face jugs and discuss the history of these art objects. The teacher will encourage students to take notes.	The students will learn about face jugs and take notes.
<b>20 Minutes</b>	The teacher will explain basic ceramic techniques and show examples. The teacher will explain that they will use the coil building method to create their jugs. The teacher will explain how to slip and score and add parts to the jugs. The teacher will also discuss how to carve on the jugs. The teacher will make sure that students are taking notes.	The students will learn about basic ceramic techniques and understand that they will use the coil building method to create their face jugs. The students will understand how to slip and score to add parts to their jugs. They will learn how to carve on their face jugs. Students will take notes.

<b>Remainder of Class</b>	The teacher will have the students make thumbnails sketches and/or work on a sketch of their face jug.	Students will use their sketchbook to create thumbnail sketches or make a sketch for their desired face jug.
<b>Second Class 10 Minutes</b>	The teacher will recap on the previous class and go over clay techniques. The teacher will go over rules and guidelines to working with clay in the classroom.	The students will remember what they started working on in the previous class and refresh themselves on clay techniques and rules and guidelines with using clay within the classroom.
<b>Remainder of Class</b>	The teacher will facilitate classroom work time.	The students will continue to work on sketches, or start making final sketches. Some students may begin making their face jugs.
<b>End of Class</b>	The teacher will facilitate classroom clean up procedures.	The students will partake in classroom clean up procedures.
<b>(Optional Homework)</b>	The teacher can assign students to have finished sketches for the next class.	The students will have finished sketches for the next class.
<b>Third Class 10 minutes</b>	The teacher will recap on the previous class and go over clay techniques. The teacher will go over rules and guidelines to working with clay in the classroom.	The students will remember what they started working on in the previous class and refresh themselves on clay techniques and rules and guidelines with using clay within the classroom.
<b>Remainder of Class</b>	The teacher will facilitate classroom work time.	Students will work on making their coil build face jugs.
<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 face jugs.
<b>After the Seventh</b>	After the seventh class the teacher should begin firing the pieces if they choose to	Students should be ready to have their face jugs fired.

<b>Class</b>	have the pieces been glazed.	
<b>After the pieces have dried or been fired</b>		
<b>20 Minutes</b>	(if glazing) The teacher will go over glazing techniques.  (if not glazing) The teacher will go over painting techniques to use on clay.  The teacher will have students take notes.	The students will see how to use glaze to paint their ceramic face jugs.  The students will see how to use paint on their ceramic pieces.  Students will take notes.
<b>Remainder of Class</b>	The teacher will facilitate classroom work time.	Students will glaze or paint their ceramic pieces.
<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 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 face jug.
<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 glazing/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>After the class</b>	<p>The teacher will fire the pieces if they were glazed.</p> <p>If desired, a clear top glaze may also be applied.</p>	
<b>Final Class</b>	<p>The teacher will have the students write artist statements and then partake in a classroom critique.</p> <p>The teacher will facilitate the classroom critique.</p>	<p>The students will write artist statements about their pieces.</p> <p>The students will participate in a classroom critique.</p>

**References: (if applicable)**

"American Folk Art and Framing." *American Folk Art and Framing*. N.p., n.d. Web. 24 Oct. 2013. <<http://www.amerifolk.com/index.php>>.

D'Addetta, Joseph. *American Folk Art Designs & Motifs for Artists and Craftspeople*. New York: Dover Publications, 1984. Print.

Panchyk, Richard. *American Folk Art for Kids: With 21 Activities*. Chicago: Chicago Review, 2004. Print.