



Longwood Center for the Visual Arts  
129 North Main Street  
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**Professional Development Teacher Workshop**

**Lesson:** *Textured Ceramic Fish*

**Grade Level:** 5<sup>th</sup> grade

**Vocab:**

**Texture:** how a surface looks or feels. EX: rough, smooth, soft, bumpy, scaly, etc.

**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

Goals	Virginia Standards of Learning
Students will create thumbnail sketches of several kinds of fish before selecting the one they want to create out of clay.	5.6 The student will develop ideas for works of art by brainstorming, conducting research, and making preliminary sketches.
The student will be able to describe the different stages of ceramic production and successfully create a ceramic fish.	5.15 The student will describe the changes that occur in clay, including plastic, leatherhard, greenware, bisque, and glazeware, during the ceramic process.
Students will consider how ceramics as an art has changed over time. <ul style="list-style-type: none"> <li>How are ceramics today similar and different from ceramics in the past?</li> </ul>	5.18 The student will compare contemporary and historical art and architecture.
The student will be able to discuss their own artwork by participating in a class critique.	5.27 The student will apply specific criteria to assess a finished product.
The student will be able to explain the artistic choices they made in creating their fish, like texture, color, etc. The student will be able to discuss their own and others work.	5.31 The student will articulate reasons for establishing preferences among works of art, using appropriate art vocabulary.

**Supplies and Materials:**

- Low-fire clay ( A.R.T. Moist Clay White Talc I, \$15.49 for 50lbs at Dick Blick)
- Low fire-glazes, if desired (Amaco Artist’s Choice Glaze Classroom Packs, \$47.99 for 6 pints)
- paintbrushes
- Acrylic paint, if not glazing
- Sculpting tools to help create texture
- Rolling pins

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

**TEACHER AND STUDENT PROCEDURE**

<b>TIME</b>	<b>TEACHER PROCEDURE</b>	<b>STUDENT PROCEDURE</b>
<b>Day 1</b>		
<b>15 MIN</b>	The teacher will introduce ceramics via a PowerPoint presentation, focusing on historic 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.
<b>25 MIN</b>	The teacher will introduce the project of creating ceramic fish. The teacher will demonstrate how to create thumbnail sketches of different kinds of fish.	Using examples of real fish from books, magazines, etc., students will create thumbnail sketches of fish. After choosing a final sketch, students will create a larger sketch with more detail, focusing on texture.
<b>5 MIN</b>	The teacher will ask students to clean up their materials and return extra supplies to the supply table.	Students will clean up their areas.
<b>Day 2</b>		
<b>10 MIN</b>	The teacher will review concepts from the last class, especially the stages of clay production. The teacher will facilitate a class discussion about historic/ contemporary ceramic works.	Students will participate in a class discussion about how ceramics from the past is similar to/different from ceramics today.
<b>10 MIN</b>	The teacher will give students time to experiment with clay, especially creating textures.	Students will experiment with ways to create different textures in clay using a variety of tools. Techniques could include carving, additive processes, stippling, etc.

<b>30 MIN</b>	The teacher will demonstrate how to use clay to create a hollow fish using the slab method of building and scoring/slipping. Students will have the remainder of time to begin crafting their ceramic fish.	Following teacher directions in the example, students will begin creating their ceramic fish. Students will be able to explain the process of scoring/slipping.
<b>5 MIN</b>	The teacher will ask students to clean up their materials and return extra supplies to the supply table.	Students will cover their wet work with plastic bags to prevent drying and place their work in a designated area of the room. Students will clean up their areas and return supplies.
<b>Day 3</b>		
<b>5 MIN</b>	The teacher will review how to score/slip and the stages of clay production.	Students will get their wet work from last class and finish building the body of their fish.
<b>35 MIN</b>	The teacher will show students how to add texture like scales to their fish, as well as adding fins, tails, and eyes by scoring and slipping.	Students will attach fins, tails, and eyes to their fish by scoring and slipping. Students will add at least 3 different kinds of texture to their fish.
<b>10 MIN</b>	The teacher will ask students to clean up their materials and return extra supplies to the supply table.	Students will place their uncovered fish in a designated area to dry and clean up their materials.
	<i>When ceramic fish are leatherhard, the teacher will bisque fire them to cone 04 – 03.</i>	
<b>Day 4</b>		
<b>20 MIN</b>	The teacher will demonstrate how to glaze (or paint with acrylic) the ceramic fish.	Students will glaze (or paint) their ceramic fish.
<b>30 MIN</b>	The teacher will facilitate a positive critique of the finished project via a 'gallery walk'. <i>If glaze firing, critique will occur on the fifth period of class.</i>	Students will participate in a positive critique of the finished projects by walking around the classroom and discussing their own and classmates' work.

**References:**

<http://www.incredibleart.org/files/ceramics.htm>

Hofsted, Jolyon. *Step-by-step Ceramics: A Complete Introduction to the Craft of Ceramics, Including Photographs in Full Color*. New York: Golden Press, 1967. Print.

Weiss, Harvey. *Ceramics: from Clay to Kiln*. New York: Young Scott Books, 1964. Print.