


GRADE 1 LESSON PLAN FLOWER VASE – CLAY SCULPTING

Clay Flower Vase Lesson Plan Information	
Grade: 1	
Subject: Arts (Visual Arts), Science and Technology (Understanding structures and mechanisms)	
Topic: Materials, objects, and everyday structures	
Duration: 2 hours	
Table of Contents	
Curriculum Expectations	
Fundamental Concepts for Grade 1	
Lesson Plan Overview and Objectives	
Studio Visit at QEPCCC	
Post-Visit Activity	
Curriculum Connections	

Curriculum Expectations
The Arts
D1.2 Demonstrate an understanding of composition using selected principles of design to create narrative art works or art works on a theme or topic.
D1.3 Use elements of design in art works to communicate ideas, messages, and understandings.
D1.4 Use a variety of materials, tools, and techniques to determine solutions to design challenges.
D3.1 Identify and describe visual art forms that they see in their home, at school, in their community, and in visual arts experiences.
D3.2 Demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places.
Science and Technology – Understanding structures and mechanisms: Materials, objects, and everyday structures
1.2 Assess objects in their environment that are constructed for similar purposes in terms of the type of materials they are made from, the source of these materials, and what happens to these objects when they are worn out or no longer needed.
2.2 Investigate characteristics of various objects and structures, using their senses.
2.3 Investigate, through experimentation, the properties of various materials.
2.4 Use technological problem-solving skills and knowledge to design, build, and test a structure for a specific purpose.
3.1 Describe objects as things that are made of one or more materials.
3.2 Describe structures as supporting frameworks.
3.5 Identify the materials that make up objects and structures.
3.9 Identify the sources in nature of some common materials that are used in making structures.

Fundamental Concepts for Grade 1
Elements of Design
line: jagged, curved, broken, dashed, spiral, straight, wavy, zigzag lines; lines in art and everyday objects (natural and human-made)
shape and form: geometric and organic shapes and forms of familiar objects (e.g., geometric: circles,

blocks; organic: clouds, flowers)

space: depiction of objects in the distance as smaller and closer to the top of the art paper; shapes and lines closer together or farther apart; horizon line; spaces through, inside, and around shapes or objects

colour: mixing of primary colours (red, yellow, blue); identification of warm (e.g., red, orange) and cool (e.g., blue, green) colours

texture: textures of familiar objects (e.g., fuzzy, prickly, bumpy, smooth); changes in texture; a pattern of lines to show texture (e.g., the texture of a snake’s skin); transfer of texture (e.g., placing a piece of paper over a textured surface and then rubbing the paper with wax crayon)

value: light, dark

Principles of Design

Contrast – light/dark; large/small; pure/mixed colour

Lesson Plan Overview and Objectives





Students will design and build a flower vase based on their understanding of structures and mechanisms using clay. They will discover how structures and mechanisms are connected, and how purpose of structures and its mechanisms influence the final design.

Students will learn basic clay techniques and how they can be used to build their vessels.

Through their vases, they will demonstrate understanding of elements and principles of design. They will decorate and paint their vases using contrast: light/dark slips, large/small drawings on them, pure/mixed colour.

AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE

Clay Flower Vase	
Materials	Clay, wire, ware boards, rolling pins, clay modeling tools, slip dishes, canvas cloth, plastic bags, glazes, brushes
Introduction Inspiration	<p>Explore and discuss clay vessels throughout time, as well as their purposes. Next, explore flower vases using elements and principles of design. Show examples from Ancient Greece, the Anasazi Pueblo Indians and Pablo Picasso. Discuss the work you see: style, clay used, glazing, burnishing, painting, decorations, etc. Discuss the purpose of a flower vase. Personal approaches and reflections.</p> <p>Guiding questions</p> <ul style="list-style-type: none"> - What do we use vases for? (function) - What can they be made of? - What kinds of lines or shapes can you find from the structure? - What can you put in a vase? - What makes the structure a ‘good’ or ‘special’ vessel? Does it depend on shape, size, uniqueness or variety of decoration? <p>Art terms to be covered</p> <ul style="list-style-type: none"> - Elements of design - Principles of design (contrast) - Design (composition)

	<ul style="list-style-type: none"> - Dimension - Geometric shape <p>Clay terms can be covered: drying stages (plastic, leather hard, bone dry), building techniques (pinch pot, coil, slab built, relief), greenware, bisque, kiln, firing, scoring, clay slip, glaze.</p>
<p>Demonstration Activity</p>	<p>Play By playing with clay, children learn what it can and cannot do. Children will touch, roll and form the clay. This will help them develop ideas and skills for when they begin their flower vase. Children receive a small lump of clay to find out about it. They should poke, pull, roll and making marks on it and in it. They should pinch, attach more clay and add texture. The instructor shows clay shapes and forms (previously made) and shows the group how to make the forms. They experiment with making them.</p> <p>The group will sit in a circle and let the children follow simple instructions: make it into a round ball, make a finger hole in it, make a pattern over it with your fingernail, pull a piece off, roll it into a ball and attach it again. Children will start to see the clay as a 3D form that needs to be looked at from every angle.</p> <p>Demonstration by the clay instructor The clay instructor will explain the characteristics of clay, and how it can be used to build a structure. The instructor will demonstrate clay techniques (coiling, pinch pot, and slab) and discuss adding clay to their pieces by scratch and slip.</p> <p>Building Based on the instruction and demonstration, students will make their vessel structures based on their idea sketches.</p> <p>Teachers choose from the following finishes:</p> <ol style="list-style-type: none"> 1. Bisque firing (fired once and ready for acrylic painting at school). This allows students to paint their masks with various colours and designs after the visit. 2. Clay slip painted onto wet clay by students then fired at QEP. <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p><i>greenware</i></p> </div> <div style="text-align: center;">  <p><i>bisque ware (one firing, no slip or glaze)</i></p> </div> <div style="text-align: center;">  <p><i>slip glazed</i></p> </div> <div style="text-align: center;">  <p><i>bisqued & with acrylic</i></p> </div> </div>

POST-VISIT ACTIVITIES

Post-Visit Activity	Artist reflection questions, drawing (optional)
Materials	Pencil, eraser, paper, crayon
<p>Artist Reflection Students describe the vases they have created. What is special about them? How has the understanding of the structure’s mechanisms influenced the creation of their flower vase? What do they like best about their finished work and why?</p> <p>Drawing – Still life with flowers The teacher brings in flowers, vases, fruit and bowls (or similar) and sets them on a table, making a still life display. Students draw the still life as they see it. They can add imaginative elements to it, like insects or bees.</p> <p>Resources A Greek Potter (Everyday Life Series) by Giovanni Caselli Pottery Place by Gail Gibbons Southwestern Pottery: Anasazi to Zuni by Allan Hayes and John Blom Picasso: A Dialogue with Ceramics: Ceramics from the Marina Picasso Collection by Kosme De Baranano Picasso Painter and Sculptor in Clay by Marilyn McCully</p>	

CURRICULUM CONNECTIONS

Cross Curricular and Integrated Learning	Science and Technology
<p><i>Science and Technology (Understanding Structures and Mechanisms: Materials, objects and everyday structures)</i></p> <p>Découpage – Bottle or Jar Flower Vase Make a tissue paper vase by pasting small squares of tissue paper onto a clean bottle or jar. Paint a final coat of white glue over the jar and let dry. How is the glass different from the clay? Where do glass and clay come from? What happens to glass and clay when it is worn out or no longer needed? Are these materials recyclable?</p> 