


**GRADE 6 LESSON PLAN  
LANTERN – CLAY SCULPTING**

<b>Clay Lantern Lesson Plan Information</b>	
Grade: 6	
Subject: Arts (Visual Arts), Science and Tech (Understanding matter and energy)	
Topic: Electricity and electrical devices	
Duration: 2 hours	
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<b>Curriculum Expectations</b>
<b>The Arts</b>
<b>D1.2</b> Demonstrate an understanding of composition using selected principles of design to create narrative art works or art works on a theme or topic.
<b>D1.3</b> Use elements of design in art works to communicate ideas, messages, and understanding.
<b>D3.1</b> Identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places.
<b>Science and Tech – Understanding matter and energy: Electricity and electrical devices</b>
<b>1.2</b> Assess opportunities for reducing electricity consumption at home that could affect use of non-renewable resources in a positive way.
<b>2.6</b> Use appropriate science and technology vocabulary in oral communication.
<b>2.7</b> Use a variety of forms to communicate with different audiences and for a variety of purposes.
<b>3.8</b> Describe ways in which the use of electricity by society, including the amount of electrical energy used, has changed over time.

<b>Fundamental Concepts for Grade 6</b>
<b>Elements of Design</b>
<b>Line</b> – direct viewer’s attention; create illusion of movement
<b>Shape and form</b> – exaggerated proportions, motifs, fonts; geometric shapes
<b>Space</b> – centre of interest, perspective; facial proportions; symmetry
<b>Colour</b> – colour wheel; tertiary colours; expressive purposes; naturalistic images
<b>Texture</b> – created with variety of tools, materials, and techniques
<b>Value</b> – shading for volume; gradation

**Principles of Design**

**Balance** – arrangement of elements to create impression of equality in weight; colour concepts for balance

**Lesson Plan Overview and Objectives**





Students will design and build a clay lantern based on their understanding of electricity and electrical devices 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 glazes, large/small drawings on them, pure/mixed colour.

**AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE**

<b>Clay Lantern</b>	
<b>Materials</b>	Clay, wire, ware boards, rolling pins, clay modeling tools, slip dishes, canvas cloth, plastic bags, glazes, brushes
<b>Introduction Inspiration</b>	<p>Explore and discuss lanterns and electricity throughout time, as well as their purposes.</p> <p>Talk about Diwali, the Hindu Festival of Light that honours the goddess Lakshmi. Indians celebrate with glittering clay lamps, fireworks, strings of lights, and bonfires. Diwali symbolizes the victory of good over evil.</p> <p>Compare to the Chinese Lantern Festival and especially the Festival of Sky Lanterns. Traditional lanterns were made of silk, paper and even glass. What colour were they and why? When were they used?</p> <p>Discuss the clay lamps you see at Diwali: style, clay used, glazing, burnishing, painting, decorations, etc. Explore using elements and principles of design.</p> <p>Discuss the purpose of lanterns in general.</p> <p>Personal approaches and reflections.</p> <p><b>Guiding questions</b></p> <ul style="list-style-type: none"> <li>- What do we use lanterns for? (function)</li> <li>- What can they be made of?</li> <li>- What kinds of lines or shapes can you find from the structure?</li> <li>- What can you put in a lantern?</li> <li>- What makes the structure a 'good' or 'special' vessel? Does it depend on shape, size, uniqueness or variety of decoration?</li> </ul> <p><b>Art terms to be covered</b></p> <ul style="list-style-type: none"> <li>- Elements of design</li> <li>- Principles of design (balance)</li> <li>- Design (composition)</li> <li>- Dimension</li> <li>- Geometric shape</li> </ul>

	<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><b>Demonstration Activity</b></p>	<p><b>Planning – Idea Sketch</b>          Students will create an idea sketch of a lantern. The instructor will show them images of various lanterns from India and China. What kind of lamp shades or lanterns do they want to design? When designing, ask students to think about the purpose of their structures and how it will influence design and materials.</p> <p><b>Play</b>          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 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><b>Demonstration by the clay instructor</b>          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><b>Building</b>          Based on the instruction and demonstration, students will make their lantern structures based on their idea sketches.</p> <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 &amp; with acrylic</i></p> </div> </div> <p>When fired and returned to the school, students place battery-operated tea candles in them.</p>

**POST-VISIT ACTIVITIES**

<b>Post-Visit Activity</b>	Artist reflection questions, journaling
<b>Materials</b>	Scrap book, scissors, glue stick, newspapers, digital news

**Artist Reflection**

Students describe the lanterns they have created. What is special about them?  
 How has the understanding of the structure’s mechanisms influenced the creation of their lamp shades?  
 What do they like best about their finished work and why?  
 How would life be if we only had lanterns and no electricity?

**Scrap book**

Using sources like books, newspapers and the web, gather and organize information on global issues around the important of the environment. Do this for a week.

**Earth Day**

Try to reduce your electricity consumption at home for a week. Implement an ‘earth day’ every day for an entire week: turn out the lights from 8:30 to 9:30 pm. Track your week in a journal and record what you do during that hour.

**Resources**

Animation “Lights for Gita”, by Michel Vo, based on the book by Rachna Gilmore, 7”,  
[https://www.nfb.ca/film/lights\\_for\\_gita/](https://www.nfb.ca/film/lights_for_gita/)  
 Video, Diwali: Festival of Lights, National Geographic, 3”,  
<https://www.youtube.com/watch?v=HrrW3rO51ak>  
 Diwali: The Festival of Lights by Neha Mohan  
 Lanterns and Firecrackers: A Chinese New Year Story by Jonny Zucker and Jan Barger Cohen

**CURRICULUM CONNECTIONS**

<b>Cross Curricular and Integrated Learning</b>	Science and Technology – Understanding matter and energy: Electricity and electrical devices
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**Electrical night light**

Make an electrical night light by creating a drawing with coloured sharpies on acetate (or overhead projector transparencies). Create a design on printer paper using a pencil and eraser. Place the acetate over top of the design to trace and add colours using coloured sharpies.

**Materials**

Blank night light, Acetate/overhead projector transparencies, Printer paper, Pencil, Eraser, Colour sharpies, Hot glue gun, Tape

**Instructions**

- Draw a design on a printer paper using a pencil and eraser
- Tape an acetate/overhead projector transparency on top of the design
- Trace the design and colour with colour sharpies
- Hot glue the design onto an night light
- Plug in and enjoy!

