

**GRADE 4 - 8 LESSON PLAN
LANTERN – CLAY SCULPTING**

Lesson Plan Information	
Grade: 4-8	
Subject: Arts (Visual Arts)	
Science and Tech (Understanding matter and energy)	
Duration: 2 hours	

Lesson Plan Overview and Objectives
<p>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 the purpose of structures and their mechanisms can influence the final design.</p> <p>Students will learn basic clay techniques and how they can be used to build their vessels.</p> <p>Through their vases, they will demonstrate understanding of the 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.</p>

AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE

Lantern – Clay Sculpting inspired by Diwali and/or Chinese Lantern Festival	
Materials	Clay, wire, ware boards, rolling pins, clay modeling tools, slip dishes, canvas cloth, plastic bags, glazes, brushes
Introduction Inspiration	<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. People in India 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>Guiding questions</p> <ul style="list-style-type: none"> - What do we use lanterns for? (function) - What can they be made of? - What kinds of lines or shapes can you find from the structure?

	<ul style="list-style-type: none"> - What can you put in a lantern? - 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 (balance) - Design (composition) - Dimension - Geometric shape <p>Clay terms to be covered include 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>When fired and returned to the school, students place battery-operated tea candles in them.</p>
<p>Demonstration Activity</p>	<p>Planning – Idea Sketch</p> <p>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>Play</p> <p>By playing with clay, children learn what the material can and cannot do. Children will squeeze, roll and form the clay. This will help them develop ideas and skills for when they begin their lantern. Children receive a small lump of clay, which they are encouraged to poke, pull, roll, and make marks on it. They should pinch, attach more clay and add texture. The group sits in a circle and the children follow simple instructions: roll the clay into a round ball, poke a 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</p> <p>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</p> <p>Based on the instruction and demonstration, students will make their lantern structures based on their idea sketches.</p>

Ceramic Process and Terminology



greenware



bisque ware (one firing, no slip or glaze)



slip glazed

FOR TEACHER BACK AT SCHOOL – POST-VISIT ACTIVITIES

Post-Visit Activity	Artist reflection questions, journaling
Materials	Scrap book, scissors, glue stick, newspapers, digital news
<p>Artist Reflection Students describe the lanterns they have created. What is special about them? How has an understanding of the structure’s mechanisms influenced the creation of their lamp shades? What do they like best about their finished work and why? What would life be like if we only had lanterns and no electricity to illuminate the night?</p> <p>Scrap book Using sources like books, newspapers and the web, gather and organize information on global issues around the importance of the environment. Do this for a week.</p> <p>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.</p> <p>Resources Animation “Lights for Gita”, by Michel Vo, based on the book by Rachna Gilmore, 7”, 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</p>	

FOR TEACHER REFERENCE ONLY – CURRICULUM CONNECTIONS

Cross Curricular and Integrated Learning	Science and Technology – Understanding matter and energy: Electricity and electrical devices
<p>Electrical night light Make an electrical night light by creating a drawing with coloured sharpies on acetate (or overhead</p>	

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 a night light
Plug in and enjoy!



Curriculum Expectations

The Arts (Visual Art)

Fundamental Concepts:

Elements of Design (line, shape and form, space, colour, texture, value)

Principles of Design

Grade 4: Emphasis

Grade 5: Proportion

Grade 6: Balance

Grade 7: Unity and Harmony

Grade 8: Movement

Science and Tech (Understanding Matter and Energy)

Topic Grade 5: Properties of and Changes in Matter

Topic Grade 6: Electricity and Electrical Devices