GRADE JK - 3 LESSON PLAN
FLOWER VASE / PLANT POTTER – CLAY SCULPTING

Lesson Plan Information	
Grade: JK - 3 Subject: Arts (Visual Arts) Science and Technology (Understanding Structures and Mechanisms) Duration: 2 hours	

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 structures and 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 an understanding of elements and principles of design. Grade 1 students will decorate and paint their vases using contrast: light/dark slips, large/small drawings on them, pure/mixed colour. Grade 2 students will decorate and paint their vases using repetition and rhythm: repeating colours and shapes found in everyday objects as well as in art.

AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE

Flower Vase – Clay Sculpting inspired by Pablo Picasso	
Materials	Clay, wire, ware boards, rolling pins, clay modeling tools, slip dishes, canvas cloth, plastic bags, glazes, brushes
Introduction **Inspiration**	Explore and discuss clay vessels throughout time, as well as their purposes. Next, explore flower vases and plant potters using elements and principles of design. Show examples ranging from Ancient Greece to modern artists such as 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. ***Guiding questions*** - 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? ***Art terms to be covered*** - Elements of design - Principles of design (contrast) - Design (composition) - Dimension - Geometric shape 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.
Demonstration Activity	***Planning – Idea Sketch (Optional)*** Students will create an idea sketch of a planter. The instructor will show them images of historical and contemporary planters by various artists and craftspeople. What kind of vessels or planters do they want to design? When designing, ask students to think about the purpose of their structures and how this will influence design and materials. ***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 make marks on 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. 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. ***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 using scratching or "scoring" and adding slip. ***Building*** Based on the instruction and demonstration, students will make their vessel structures based on their idea sketches, lesson, or inspirational images.

	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, drawing (optional)
Materials	Pencil, eraser, paper, crayon

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?

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.

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

FOR TEACHER REFERENCE ONLY – ONTARIO CURRICULUM CONNECTIONS

Cross Curricular and Integrated Learning	Science and Technology

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?

Curriculum Expectations

The Arts (Visual Art)

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

Principles of Design
Grade 1: Contrast
Grade 2: Repetition and Rhythm
Grade 3: Form

Play-Based Learning in a Culture of Inquiry
JK- Play as the Optimal Context for Learning: Evidence From Research
SK- lay as the Optimal Context for Learning: Evidence From Research

Science and Technology (Understanding Structures and Mechanisms)
Topic Grade 1: Materials, Objects, and Everyday Structures
Topic Grade 2: Movement
Topic Grade 3: Strong and Stable Structures