


**GRADE 3 LESSON PLAN  
PLANTER – CLAY SCULPTING**

<b>Clay Planter Lesson Plan Information</b>	
Grade: 3 Subject: Arts (Visual Arts), Science and Technology (Understanding structures and mechanisms) Topic: Strong and stable structures 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 understandings.
<b>D1.4</b> Use a variety of materials, tools, and techniques to determine solutions to design challenges.
<b>D3.1</b> Identify and describe visual art forms that they see in their home, at school, in their community, and in visual arts experiences.
<b>D3.2</b> Demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places.
<b>Science and Technology – Structures and mechanisms: Strong and stable structures</b>
<b>1.1.</b> Assess effects of strong and stable structures on society and the environment.
<b>2.2</b> Investigate, through experimentation, how various materials and construction techniques can be used to add strength to structures.
<b>2.3</b> Investigate, through experimentation, the effects of pushing, pulling, and other forces on the shape and stability of simple structures.
<b>2.4</b> Use technological problem-solving skills and knowledge acquired from previous investigations, to design and build a strong and stable structure that serves a purpose.
<b>3.1</b> Define a structure as a supporting framework, with a definite size, shape, and purpose that holds a load.
<b>3.3</b> Identify the strength of a structure as its ability to support a load.
<b>3.4</b> Identify the stability of a structure as its ability to maintain balance and stay fixed in one spot.
<b>3.6</b> Describe ways in which the strength of different materials can be altered.
<b>3.8</b> Explain how strength and stability enable a structure to perform a specific function
<b>3.9</b> Describe ways in which different forces can affect the shape, balance, or position of structures.

<b>Fundamental Concepts for Grade 3</b>
<i>Elements of Design</i>
<i>line:</i> variety of line (thick, thin, dotted)
<i>shape and form:</i> composite shapes; symmetrical and asymmetrical shapes and forms in both human-

made and natural world

**space:** foreground, middle ground, and background to give illusion of depth

**colour:** colour for expression and emotion; mixing colours with white to make tints

**texture:** real versus visual or illusory texture; etching by scratching through surfaces

**value:** mixing of range of light and dark colours

**Principles of Design**

**repetition and rhythm:** variations on major theme; strong contrasts (e.g., use of different lines, shapes, values, and colour)

**Lesson Plan Overview and Objectives**

Students will design and build a planter or plant pot 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 planters, they will demonstrate understanding of elements and principles of design.

They will decorate and paint their vases using repetition and rhythm: repeating colours and shapes found in everyday objects and art.

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

<b>Clay Plant Potter</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 clay vessels throughout time, as well as their purposes.</p> <p>Explore plant potters and 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.</p> <p>Discuss the purpose of a plant potter.</p> <p>Personal approaches and reflections.</p> <p><b>Guiding questions</b></p> <ul style="list-style-type: none"> <li>- What do we use planters 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 planter?</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 (repetition and rhythm)</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 planter. The instructor will show them images of various planters by artists such as Pablo Picasso, the Anasazi Pueblo Indians and Greek vessels. 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 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 planter 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>

**POST-VISIT ACTIVITIES**

<b>Post-Visit Activity</b>	Artist reflection questions, drawing (optional)
<b>Materials</b>	Pencil, eraser, paper, pencil crayons
<p><b>Artist Reflection</b>          Students describe the planters they have created. What is special about them?</p>	

How has the understanding of the structure's mechanisms influenced the creation of their plant pot?  
What do they like best about their finished work and why?

***Drawing – Still life with plant***

The teacher brings in potted plants, 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.

***Paper Cut Collage***

Fold a paper in half. Design and draw a potted plant (only half on folded edge). Cut out the drawing and unfold the paper to unveil the full paper cut. Collage with different colored papers to decorate.

***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

## CURRICULUM CONNECTIONS

<b>Cross Curricular and Integrated Learning</b>	Science and Technology
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*Science and Technology (Understanding Structures and Mechanisms: Strong and stable structures)*

***Découpage – Bottle or Jar Flower Vase***

Make a tissue paper planter 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?