

Pictographing Clay Pots - Grade 4

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(supports pictograph lesson plan)

Note to Teachers:

This project will take two class days, preferable a week apart, to complete due to necessary clay drying time.

Objectives:

The students will learn appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value through discussions on ceramic form.

TEKS §117.14. Fine Arts (4.1)(B)(1)

The students will express ideas about self, and life experiences, using a variety of media in the creation of original artwork.

TEKS §117.14. Fine Arts (4.2)(A)(1,2); (4.2)(B); (4.2)(C)(1,2)

The students will make informed judgments about personal artwork and the artwork of classmates.

TEKS §117.14. Fine Arts (4.4)(A)(B)

Lesson Objectives:

Students will discuss and explore form and line as elements of art. Students will learn to recognize different forms in their environment, create a form using clay, and relay a personal experience, using basic line drawing, creating a pictographical story. Students will also incorporate ideas about self in original artwork.

Discussion:

Clay is stiff, moist earth that is used for brick making, tiles, and pottery. Ceramic is having to do with objects made of clay. Ceramics, the making of pottery, is one of the oldest forms of art. Pottery is known to be over 8000 years old. Throughout time most pottery was made to be used in day to day life. Pottery also became a means of expression. Some groups found a variety of designs to use on their pottery, that was unique to that ethnic group. Other groups used pottery as a means to relay a story through the use of pictographs. Archeologist have discovered countless remains of pottery which reveals a lot about the group that created it and the lives they lived.

Refer to Elements of Arts page for further discussion on clay and form. *(Insert link to elements of art)* Complete this discussion prior to the clay focus activity

Focus Activity:

Part 1: Making clay and a pinch pot

Time: 15 minutes

Refer to Clay Recipe page for details on supplies and technique. *(Insert link to clay recipe)*. Once the clay is mixed have the students form a ball. Now have the students place their thumb in the top of the ball pushing in to make a hole 1/4" from the bottom of the ball. With the thumb on the inside and your fingers on the outside - Pinch the clay. Release, turn the ball, Pinch. Repeat all the way around the ball till a bowl is formed.

Insert pinch pot video

Part 2: Finishing the clay (Optional)

Time: 20 minutes

Have the students sand the exterior of their pots with sandpaper. Refer to Clay Recipe page for further instruction. *(Insert link to clay recipe)*

Part 3: Drawing pictograph story

Time: 15-30 minutes

Explain that the students need to develop a simple pictograph story, using "stick figures". Have the students view the Lines and Shapes page for basic lines that can be used in drawing. *(Insert link to Lines and Shapes)* The story the students develop can parallel the Pictograph lesson plan, or the students could develop a short story based on a personal experience. Have the students draw their pictograph story on paper prior to the pot.

Make the students aware of the size of their pot. Point out that their drawing will have to fit on the side. Using a fine to medium tipped permanent marker have the students draw their story onto the side of the pot completely encircling the surface. These markers work better than paint, crayon, or any other media for drawing on clay. Remind the students these are permanent markers that will stain. If the classroom does not have enough markers then allow them to draw in groups.

(Insert pictograph drawing onto clay video)

(Insert photo's of finished pots)

Focus Activity Discussion:

Allow the students time to view classmates work. Open a discussion asking the students to compare the shape(form) of their pot and the pots of their classmates. What do you notice? Allow the students to explain the differences they see. Then ask them to look at the stories other classmates created. Can you read the story? What does this tell you about your classmate? Take time to have students respond out loud.

