

MAD TEA-POT and other innovations: a ceramic art unit

Essential questions: What skills do I need in order to build three types of ceramic containers? What are the traditional forms for these types of containers and how can I alter their forms to express my own individuality?

Students will build three kinds of ceramic containers and alter them to express their research and individual ideas.

- 1. Pinch-pot animal: Watch class demonstration and visit web sites posted on Haiku to learn how to create a pinch-pot animal.**
 - a. Research the characteristics of the animal you would like to make
 - b. Do not attach large, heavy, pieces of clay to the sphere that forms the animal's body. These are abstract designs, not supposed to resemble real animals.
 - c. Keep all pieces that are attached heavier at the base, and think at the top, keeping the design compact and structurally strong.
 - d. Keep track of your progress in your IWB including research on the work of other ceramic artists.
 - d. Do glaze tests on high fire glazes using small test pieces in art room. Make sure another student has not done that color before you make your own.
- 2. Create a box out of six slabs based on class demonstration and class examples.**
 - a. Only those boxes that are well built without gaps or distorted surfaces will be fired. If you run into problems with your box, begin again.
 - b. Be sure you use properly slabbed clay at the appropriate degree of wetness to achieve the best results. Keep track of your progress by noting problems and images of your work in your IWB.
 - c. Research other ceramic boxes by other artists in your IWB.
 - d. Do drawings or stencils of the designs you would like to use on your box; also research the method of applying the design.
 - e. Research the kind of lid you would like to make.
 - f. Research the qualities of different kinds of clay:
 - i. Stoneware
 - ii. Porcelain
 - iii. Low fire
- 3. Create a teapot that is functional, but emphasizes eccentric innovations. The teapots will be used in a school event featuring other student performance art. We are calling the event the Mad Tea Party.**
 - a. Look at models of teapots from other artists as well as traditional models
 - b. Draw an example of what your teapot might look like.
 - c. Your final teapot may not look like what you plan. As you work with the clay, other alternatives may occur to you. This is how things usually happen.

- d. The emphasis will be on the structure of the sculpture, not so much surface design, though you may include something of a surface design.
 - 4. Follow the rubric on these projects to know how your work will be assessed. The art room is open most nights after school to help with students who must use clay at a particular state of dryness.
 - 5. You may wish to include research from art galleries that display ceramic art in Seoul. You can also leaf through the ceramic magazines in the art room for ideas. If you find ideas you like, take copies of the articles on the school copy machine, do not tear pages out of the magazines.
 - 6. In making the glaze tests, use the high and low fire glazes by looking at the glaze tests on the low fire glazes and visiting the web site for the high fire glazes.
 - a. Concerning high fire glazes number 9 and 6 require only two coats. All other numbers require three.
 - b. Different effects can be had by mixing the colors together before application, or painting one color first and adding the other on top.
 - c. Low fire glazes have test examples already made. They are the Amco glazes
 - 7. Pay attention to the class demonstration on programming the kiln for firing. Be able to demonstrate the procedure. (make notes in your journal).
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