

Lesson Plan

Clay Gingerbread Man

Lesson Plan by Pauline WynDham and Denise Ertler, Mayco School Representatives

Grades:

8-12

Description:

- Create a patterned free standing 3 dimensional cubistic clay design with clay, textured tools and glaze.
- Explore different geometric shapes to understand how they may fit together to form a self standing object.
- Apply glaze to finish the project and define the color concept of the object.
- The student will determine the color combination to use to balance the design of the piece and the glazing process
- The student is to incorporate Picasso's theory of Cubism and his approach to ceramics as it may be seen today



Materials:

- *Clay Design Tools-*
 - -CD-1072 Spiral Press Tools, CD-780 Design Press Tools
- *Decorating Accessories-*
 - -BT-901 Small Clean-Up Tool, BT-910 Synthetic Sponges
- *Brushes*
 - -CB-106 #6 Script Liner, CB-604 #4 Soft Fan
- *Stroke and Coat*
 - -SC-6 Sunkissed, SC-11 Blue Yonder, SC-15 Tuxedo, S-27 Sour Apple, SC-74 Hot Tamale, SC-75 Orange- A- Peel
- *Moist Clay cone 04/06*
- *1/4" Wooden Slats*
- *Canvas*
- *Rolling Pin*
- *Fettling Knife*
- *Needle Tool*
- *Clear Glaze of Choice*

Directions:

1. Using the rolling pin to roll out clay 1/4" onto the canvas.
2. Trace the gingerbread pattern onto the clay, except for the slits.
3. Using the BT-901 Small Clean Up Tool, cut out and remove the excess clay without moving the Gingerbread Man pattern.
4. Use the CD-780 Design Press Tools and CD-1072 Spiral Press Tools add designs onto the Gingerbread Man.
5. Use the paper template provided to cut out the slits with the BT-901 Small Clean Up Tool. Be careful not to move the clay Gingerbread Man.
6. Thin SC-15 Tuxedo with water. Using the CB-604 #4 Soft Fan, apply a wash of SC-15 Tuxedo over the piece to give it an antique look. Blot with a paper towel to eliminate excess liquid.
7. Use the CB-106 #6 Script Liner to apply 2 coats of the various colors of Stroke & Coat glazes to the piece.
8. Let clay piece dry thoroughly. Bisque fire to shelf cone 06.
9. Seal the back with an acrylic stain.

Assessment:

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students demonstrated a strong understanding of the dynamics of clay and the textural applications; understood glaze applications and the process; answered all the questions; provided at least one similarity and one difference among the Impressionists and Contemporary Artist.
- **2 points:** Students demonstrated a satisfactory understanding of the dynamics of clay and the textural applications; understood glaze applications and the process; answered most of the questions; provided at least one similarity and one difference among the Impressionists and Contemporary Artist.
- **1 point:** Students demonstrated a poor understanding of the dynamics of clay and the textural applications; did not understand glaze applications and the process; answered very few of the questions; had difficulty identifying any similarities or difference between the Impressionists and Contemporary Artist.

Vocabulary

Cubism

Definition-an artistic movement in France beginning in 1907 that featured surfaces of geometrical planes.

Context-Although the look of cubism and the ideas behind it evolved over time, cubism retained certain general characteristics throughout the years. <http://pablo-picasso.paintings.name/>

Glaze

Definition-a mixture mostly of oxides (as silica and alumina) applied to the surface of ceramic wares to form a moisture-impervious and often lustrous or ornamental coating.

Context- The glaze finish was shiny and a brilliant red.

Texture

Definition-the visual or tactile surface characteristics and appearance to an object.

Context-The imprinted texture of the ceramic vase gave the appearance of willows.

Academic Standards

National Arts Education Associations

The National Arts Education Associations have developed national guidelines for what students should know and be able to do in the arts. To view the standards online, go to: <http://artsedge.kennedy-center.org/teach/standards.cfm>

This lesson plan addresses the following national standards:

- Understanding and applying media, techniques, and processes
- Using knowledge of structures and functions
- Understanding the visual arts in relation to history and cultures
- Reflecting upon and assessing the characteristics and merits of their work and the work of others