

# Malleable to Marvelous

## Stages of Clay

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| **Grade Level** | 9th – 12th Grade | **Time Frame** | 95 - 115 Minutes |
| **Subject** | Visual Arts | **Duration** | 2 - 3 Periods |
| **Course** | Visual Arts | | |

## Essential Question

How do the properties of clay in each stage support the techniques used for turning clay into a final work of art?

## Summary

In this ceramics lesson, students will explore, research, and learn about the stages of clay, what they can do in each stage, such as hand working and surface decoration techniques. This lesson includes an ICAP video of a ceramic studio manager. In the video, she introduces herself and discuss her job, responsibilities, and educational background.

## Snapshot

**Engage**

Students will participate in I Notice, I Wonder after viewing images of ceramics from various cultures around the world.

**Explore**

Students investigate clay samples and record their observations and predictions on the Lab Report Handout.

**Explain 1**

The teacher introduces and formally defines each stage of clay, its characteristics, and safety procedures when working with clay.

**Extend 1**

Students will work in groups to order each stage of clay from most pliable to its final solid state and provide examples of what an artist can do within each stage.

**Explain 2**

Students will watch an ICAP video of a ceramic studio manager introducing themselves and discussing their job, responsibilities, and educational background before being introduced to hand working and surface decoration techniques.

**Extend 2**

Students will work in groups to define and describe a clay-working technique.

**Evaluate 1**

Students will either participate in a gallery walk to explore clay-working techniques.

**Evaluate 2**

Students will reflect on the lesson using the I Used to Think, but Now I Know strategy.

## Standards

*Oklahoma Academic Standards (Fine Arts: Visual Art (High School: Proficient (I)))*

**VA.CP.1 :** Learn and use vocabulary and concepts related to visual arts.

## Attachments

- Lab Report - Malleable to Marvelous - Spanish.docx
- Lab Report - Malleable to Marvelous - Spanish.pdf
- Lab Report - Malleable to Marvelous .docx
- Lab Report - Malleable to Marvelous .pdf
- Lesson Slides - Malleable to Marvelous.pptx

## Materials

- Lesson Slides; Attached
- Lab Report Handout; attached (3 pages)
- Clay in each stage
  - Plastic, leather-hard, greenware/bone dry, bisqueware, glazeware
- Large post-it paper
- Sticky notes
- Markers

10 minutes

# Engage

Use the **Lesson Slides** to guide the lesson. Introduce the lesson by asking the essential question and explaining the objectives on **slides 2-4**.

Transition through **slides 5-7** and show images of ceramics from various cultures around the world.

Distribute the attached **Lab Report Handout** to each student. Ask them to write one (1) thing that they notice and one (1) thing they wonder about the images on the screen.

Introduce the class to the Elbow Partners strategy and ask students to turn and talk to their partner about what they notice and what they wonder about the images.

15 minutes

# Explore

**Teacher's Note: Preparing the Lesson**

Prepare enough clay samples for 4 groups, more if your class is larger, for students to explore. Place clay samples on paper plates or butcher paper and clearly label each sample from 1-5.

- Plastic
- Leather-Hard
- Greenware/Bone Dry
- Bisqueware
- Glazeware

Optional 6th sample: If you would like to include slip as one of the clay samples, you can. It was not added to the lab report handout because of the concern about the mess.

Move to **slide 8** and state the problem the students are investigating before transitioning to **slide 9**. Separate the class into 4 groups, more if your class is larger, and distribute clay samples.

Ask the groups to work together to investigate each clay sample. Ask each student to write down their observations and prediction on each sample's stage of clay on their lab report handout.

**Teacher's Note: Guiding the Lesson**

As groups work, monitor group conversation and select students to share in the next part of the lesson based on the reasoning, vocabulary, or other criteria that you would like to highlight in the lesson.

15 minutes

# Explain 1

Once each group has had a chance to investigate the clay samples, bring everyone together for a whole class discussion. Ask students to share their predictions on which stage of clay each sample is. Call on any students or groups that you selected during the Explore phase of the lesson.

Transition to **slide 10** and reveal the stages of clay. Invite students to compare their predictions to the actual stage of each sample.

Use **slides 11-15** to introduce each stage of clay, to define it and its characteristics. **Slide 16** explains the importance of clay safety and safety procedures when working with clay, including handling materials and equipment properly.

5 minutes

# Extend 1

Provide each group of students with a large poster-sized paper. Transition to **slide 17,** and using half of the poster, ask each group to order each stage of clay from its most pliable state to its final state and provide examples of what an artist can do within each stage.

Encourage the use of correct vocabulary and encourage students to use a device with internet search capabilities as needed.

**Teacher's Note: Pacing the Lesson**

During a traditional 45-minute class period, this lesson will naturally need to be paused and resumed the next day. A smooth transition could be to pause the lesson after groups complete the stages of clay chart and resume on **slide 18** the next day.

30 minutes

# Explain 2

**Embedded video**

https://youtube.com/watch?v=Dnj5S2bewso

Show **slide 18**. Here students will watch the K20 ICAP - Malleable to Marvelous with Ashlyn Winters video of a ceramic studio manager introduce themselves and discuss their job, responsibilities, and educational background.

If time allows, introduce the Point of Most Significance (POMS) strategy and ask students to think about something that they remember from the video interview before holding a whole class discussion over students' POMS.

Use **slides 19-32** to introduce students to the origins of ceramics and the techniques of working with clay.

10 minutes

# Extend 2

Transition to **slide 33** and assign each group one of the following topics:

- Joining Pieces of Clay
- Surface Decorations
- Hand-building Techniques
- Kneading and Wedging

Each group will define and describe their clay-working technique on their poster. Ask them to address the following issues:

- Define and describe the clay-working technique.
- Include the tools that are needed.
- Identify and discuss notable artists, cultures, or historical periods that are known for using this technique.

### Teacher's Note: Facilitating the Lesson

If students have access to a device with an internet connection, consider asking them to research any notable artists, cultures, or historical periods that are known for this technique.

# Evaluate

**Teacher's Note: Guiding the Lesson**

Depending on class time, choose one or both activities to conclude the lesson.

**Option 1:**

Move to **slide 34** and ask student groups to hang their posters on the walls of the classroom or in the hallway. Introduce the Gallery Walk strategy to the class and use a timer to allow each group up to 5 minutes to view each poster to learn more about clay-working techniques. Instruct students to leave one sticky noting a strength they saw and one noting a question they have about what was presented.

**Teacher's Note: Guiding the Lesson**

Place a poster on the wall of a classroom or use the whiteboard to make a chart with two columns. Label the left column “I used to think” and label the right column “Now I know.”

**Option 2:**

Move to **slide 35** and introduce the I Used to think, but Now I Know strategy to the class. Ask students to reflect on their knowledge of ceramics, the stages of clay, and clay-working techniques. Provide each student with two sticky notes. Have them respond to the prompt “I used to think” on one sticky note and “Now I know” on the second sticky note. When they are done, instruct them to place their sticky note on the corresponding column.

## Resources


- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center
  (n.d.). POMS: Point of most significance. Strategies. https://learn.k20center.ou.edu/strategy/101
- K20 Center
  (n.d.). Gallery walk. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center. (n.d.). I used to think... but now I know. Strategies.
  https://learn.k20center.ou.edu/strategy/137