

Functional Art - Representational Teapots

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Grade Level: ART I, Spring 2011



Aim/Goal of Project:

- The Functional Art lesson focuses on improving student's clay building techniques. By understanding how to build and use the clay medium, students will use pinch, slab, and coil techniques to transform an everyday object into a functional teapot form of art.
- Students will explore as they construct their object from their original designs through problem solving and adaptations as they begin to transform their two-dimensional ideas into a three-dimensional form.

Fine Arts Goals/Descriptors

- 25.A.1: Analyze the relationship among elements, principles, and expressive qualities in a 3-D work.
- 25.B.1: Analyze the dominant artistic components (i.e. elements, principles, expressive ideas, processes) using appropriate vocabulary in all the arts.
- 26.A.1: Demonstrate an understanding of the limitations and potential of media, tools, and processes.
- 26.A.1e: Identify media and tools and how to use them in a safe and responsible manner when painting, drawing, and constructing.
- 26.B.2d: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching, and constructing.
- 26.B.3a: Demonstrate the use of originality/imagination when creating and artwork.

Student Objectives

- Students will review and practice pinch, slab, and coil construction ceramic building techniques.
- Students will view a powerpoint presentation on different examples of functional art. They will discuss how giving function to an object changes its meaning and how to alter objects in the clay medium.
- Students will view a demonstration on different clay building techniques and how to incorporate the different techniques into their teapot construction. Students will learn how to create a handle for their objects, how to use coils to create various forms, smoothing out their coils, and how to correctly begin and end their teapot.
- Students will brainstorm and sketch an object of personal choice to use as their teapot form. Students will be required to create a handle, spout, lid, base, and body as elements to their design.
 - Measurable Criteria: (1) completed sketch of student's design
(1) completed ceramic teapot

Materials

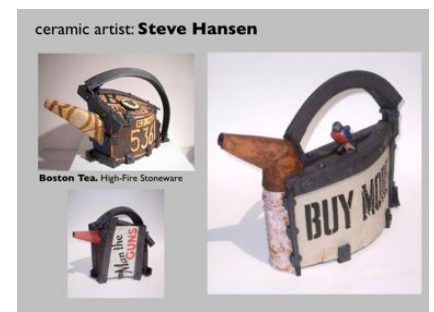
- Powerpoint Presentation
- Pencils/Erasers
- Sketchbooks
- Clay Tools
- Earthenware Clay
- Brushes
- Various Glazes
- Plastic Bags
- Canvas Mats
- Slip (in containers)
- Water cups
- Paper Towels

Vocabulary

- Clay: A mineral made of a combination of silica, aluminum, and oxygen; it is formed of really fine particles of granite like rocks that have been weathered and washed away.
- Wet Clay: *Stage of Clay* - Soft clay, still very plastic, very easily shaped
- Leather-Hard: *Stage of Clay* - Partially dry clay, can be cut and carved
- Bone-Dry: *Stage of Clay* - Completely dry but not yet fired. VERY fragile.
- Bisque: *Stage of Clay* - Fired once, NOT yet "Glazed"
- Glazed Fired: *Stage of Clay* - Usually the final firing; all or part of the clay may be glazed
- Glaze: A fired-on surface finish that can be glossy, semigloss, or matte.
- Underglaze: A fired-on surface with a matte surface; can be used in the "Bisque" firing, and always "under" the glaze.
- Slip: A fine, liquid clay, usually applied to a wet or leather-hard piece.
- Functional Art: A piece of art that serves a function; example - pottery, a teapot, plates, etc.

Artists/Artworks Studied

- Richard Notkin
Cube Skull Teapot. 2002.
- Steve Hansen
- Michele Smith
- Meryl Ruth
- Lynne McCarthy
- Ray Bub
Pacific Puffins. 2005.
- Steven McGovney
Idle Riche Bather Teapot
- Dina Angel-Wing
Tea Bag.



Procedure (Ten 50-minute class periods)

Day One - Ceramic Review

Introduction (5mins)

- Discuss with students their previous knowledge of ceramics. *What clay building techniques have you had experience with before? The three most popular formal techniques are pinch, slab, and coil, do those sound familiar?*

Demonstration (15mins)

- Bring students together around the demonstration table. Have various ceramic tools, a ball of clay, and the "stages of clay" handout.
- Begin by introducing students to the stages of clay;
 - *Now, when working with clay, we have to be conscious of the material because there are many ways in which the air and time effect it. The stages of clay take us through what clay goes through in order to become a piece of ceramic; these stages are 1)Wet Clay 2) Leather hard 3) Bone-dry 4) Bisque 5) Glaze. In the first building stage, which we will be doing now, our clay is going to start as*

“wet clay” and then eventually through the week begin to become leather hard. Wet clay is essential to start building, because its easier to work with and won't crumble or fall apart on you. However, with our teapots, we're going to be building up, so the clay cannot stay completely in the wet stage the entire time because it won't have any structure. This is were leather hard gives us that structure but can still be carved and added onto to with other pieces of clay. Once your piece is completely finished, it will completely dry out and become bone dry. It is very fragile in this stage! Then after its first firing in the kiln the clay will turn into ceramics and be bisque. This is the stage where you paint on your glazes, then in the last stage Glaze your work is completely finished.

- Following the stages of clay discussion, demonstrate/review with students:
 - Preparing/Wedging their clay “Getting all of the air out”
 - Pinch Pot Construction
 - Coil Construction
 - “Score & Slip”

Work Session (20mins)

- Students will use the remainder of class to practice the pinch and coil construction.
- This class period is solely an exploration of the material. Students will be reminded that they will not be keeping what they created.
- Students will need to show evidence of (1) example of each building technique for class.

Clean Up/Closure (10 mins)

- Students will be instructed to begin clean up.
- All clay should be re-wedged and placed in the correct plastic bag.
- Tables need to be wiped off and all materials returned.

Day Two - Ceramic Review

Introduction (5mins)

- Gain students attention. Discuss what techniques (pinch and coil) were discussed the previous day.
- Continue with today's class schedule.

Demonstration (15mins)

- Bring students together around the demonstration table. Have various ceramic tools, a ball of clay, and the “stages of clay” handout.
- Review with students:
 - The Stages of Clay (quick review)
 - Slab Construction: How to create a slab box and cylinder

Work Session (20mins)

- Students will utilize this part of the class to practice slab construction.
- Students will need to show evidence of creating both a slab box and slab cylinder before the end of class.

Clean Up/Closure (8mins)

- All clay should be re-wedged and placed in the correct bin.
- Tables need to be wiped off and all materials returned.
- Discuss with students tomorrows schedule of intro-ing their new project.

Day Three - "Functional Art" Intro

Discussion (15mins)

- Students will view the powerpoint presentation on Functional Art.
- Students will discuss and comprehend what "functional art" means and think of different examples.
- Discussion will be about how through ceramics we can manipulate the image of an everyday object into something like a functional teapot.

Work Session (35mins)

- Students will utilize the remainder of the class period to create sketches for what objects they would like to create to form their teapot.
- These drawings will need to include each of the following (5) elements:
 - Handle
 - Spout
 - Lid
 - Base
 - Body
- Drawings will also have to be in Three-Dimensions. Remind students this will help them realize the 2-D drawing into a 3-D form when they start building.

Day Four - Teapot Construction Demo

Introduction (5mins)

- Review previous lesson with students. Remind them all about their sketches.
- Bring all students to the demonstration table.

Demonstration (15mins)

- Explain to students how the all of the coil building techniques (especially the coil construction) will be utilized in creating our teapots.
- Break down the individual parts in steps for creating the piece.
 - 1) **THE BASE:** This will be where the coils begin to build on.
 - Use the shape of your base to start off the shape you want to create with your Body of the teapot. Ex: A Basketball would have a small/medium size circle, but a Rock would have a geometric abstract shape.
 - The base should be rolled out like a slab and be about 1/4" - 1/2" thick.
 - Begin building onto this with the coils.
 - REMEMBER "Score & Slip" everything
 - *Now remember, this is the base of your body - You can add to the bottom to create interesting "feet" or unique bottom for your teapot.*
 - 2) **THE BODY:** This is the main chunk of your teapot
 - The coil technique is how to build up your body.
 - Starting on the base you have created you can go "out" or move "in" by where you place the coils.
 - The coils used for the base should be medium size/larger at the bottom, but try to remain consistent when building.

- Make sure to be careful when going up with the coils, you need to make sure your piece is going to be strong enough to handle its own weight!
 - Score & Slip
 - Using the Rib Tool, while building continue to smooth out the coils to where you cannot see the coils.
- 3) **THE LID:** *(Have a completed coil pot created to show how to cut the lid for demo)*
- Once the base is completed, show students how to complete their form by using the coils to close off the body.
 - Once the body is closed off and all smoothed, students can use their knife tool to cut a lid into the top of their piece. *This lid can be added on too etc, but should still fit onto their pot.*
 - Remind students that creating this lid is important, because it allows air to flow through their piece while it is in the kiln. This way it won't blow up because the air is trapped. . .
- 4) **THE HANDLE:** Depending on what type of handle they wish to create, tell students their way of creating it will be different.
- The "Traditional Handle": Using the clay, wet your hands and pull the ball of clay into the shape you wish to make. Then once you have your handle, score and slip securely onto the body of your teapot.
 - More shape to the handle: You can use little coils to create a bulkier/more structured handle for your work.
 - Slab: Like in the example of the "dice" handle, you may create smaller shapes using the slab technique and score and slip those together to form a handle. *But remember to not trap any air with your clay!*
- 5) **THE SPOUT:** This will be added onto the base just like the handle was.
- Using the coil or slab technique create what you envisioned your spout to look like or be.
 - Attach using the score and slip, however, cut a hole into your teapot, so water will actually drain throughout -- functional art woop!

Work Session (25mins)

- Students will use the remainder of class to begin their Teapot Project.
- Students should start with their base, and only create enough coils to use for the day.
- Instruct students on how to properly store their work by making sure it is sealed and no air can dry out the clay in between work sessions.

Clean Up (5mins)

- Students will wrap and store their projects in the proper place.
- Tables should be wiped off and supplies returned.

- The remainder of the project period, students will be building their projects.
- Students will be given a copy of the rubric to in order to track their progress/see where they need to work more on their teapot.

**Students will return back to their projects in order to completely finish their glazing when teapots are fired.*

Project Examples

