



Peruvian Stirrup Pots

Art Curriculum Matrix: Grades 6-12

Project	In this lesson, students will be introduced to the process of hand-building an expressive vessel that is both utilitarian and sculptural by utilizing inspiration from the Pre-Columbian Stirrup Pots.
Teaching Artist	Chloe Rizzo
Arts Learning Community	Introductory - Intermediate Grades 6-12
Time Required for Lessons	Duration: 40 - 90 minutes This project can be taught to accommodate a variety of timelines. Longer instruction periods allow for a lengthier discussion, drawing plans, exploration of subject matter, revision, critique, and a higher level of detail. Shorter periods allow students to embrace immediacy and abstraction.
Learning Goals for Arts Learners	Students will exercise pinch and coiling methods of clay construction to engineer utilitarian objects that are both expressive and function to pour water. Students will identify and select consistent visual elements in the historical examples to create their own design problem. Students will employ their knowledge of the following elements of design through the fabrication of clay vessels and use of colored slips to achieve design solutions: Shape/Form & Negative Space Color Repetition/Pattern Texture
Resources & Equipment Required	1.5 Lbs of Clay Per Student Colored Slip Chopsticks or Short dowels Scoring Tools Natural Bristle or Sumi Ink Paint Brushes Newspaper Water or Slip Optional Assorted Wooden Sculpture Tools Kiln or Firing Access
Lesson Tasks & Activities Towards Outcomes	Participants learn the required techniques to create functional and sculptural ceramic art.



Evaluation Methods for Assessment of Learning Goals	<p>Leading Questions:</p> <ul style="list-style-type: none">• What is the difference between symbolism, figurative, and abstraction?• What do these vessels have in common?• What is the most important function of these vessels and why?• What do you think we have in common with the makers of these objects, what is different? <p>Evaluation of Learning Outcomes:</p> <ul style="list-style-type: none">• Were the students able identify and collect necessary visual elements to set parameters for their own design problems?• Were the students successful in the selection of methods, tools, materials, and processes appropriate to the completion of the anticipated project? If not, were revisions made?• Did the students discuss and/or display an understanding of both utility and imagery inspired by the historic examples?
Lesson Alignment to State/National Education Standards	<p>Grades 6-8</p> <ul style="list-style-type: none">• 6.1.1.5.33. Describe characteristics of Western and non-Western styles, movements and genres in art.• 6.1.2.5.11. Demonstrate the characteristics of the tools, materials and techniques of various two-and-three-dimensional media for intentional effects in original artworks.• 6.1.3.5.11. Compare and contrast the connections among visual artworks, their purposes, and their personal, social, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.• 6.1.3.5.22. Analyze the meanings and functions of visual art. <p>Grades 9-12</p> <ul style="list-style-type: none">• 9.1.2.5.11. Integrate the characteristics of the tools, materials and techniques of a selected media in original artworks to support artistic purposes.• 9.1.3.5.11. Analyze how visual artworks influence and are influenced by personal, social, cultural or historical contexts, including the contributions of Minnesota American Indian tribes and communities.• 9.1.3.5.22. Synthesize and express an individual view of the meaning and functions of visual art.• 9.4.1.5.11. Analyze, interpret and evaluate works of visual art by applying self-selected criteria within the traditions of the art form.



Lesson Tasks and Activities Towards Outcomes		
	Activity	Steps
1	Discussion	<ol style="list-style-type: none">1. Introduce the students to images of historic (authentic) stirrup pots and begin inquiry. Let the students guess when, where, and why they were made. Provide clues as to the original geography, lack of water, necessity for travel, and other pertinent details of the cultural narrative. Most students will point out the handle spouts, but if not, ask the students why the craftspeople would add such elements. Describe how these objects function to support the way of life and needs of the maker (i.e. lack of running water).2. Early in the discussion point out the types of imagery used to contain the water, with emphasis on the fact that we don't always know why certain imagery is important to an ancient society or individual artist, but with clues we can guess. This will help students start to think about what imagery they might use to symbolize something precious or important.
2	Process	<p>Demonstrate a two-part pinch pot sculpture while letting the students brainstorm what type of sculpture they will create as the pot portion of their vessel. Depending on the experience level of the group, give the following instructions, either step by step or in a single demonstration (for large groups, provide one set of printed instructions and images per five students). After the demonstration provide approximately 1 lb. of clay to each student and ask them to cut or break it in half.</p> <ol style="list-style-type: none">1. Think of a contemporary symbol of something you feel is important. It can be a figurative form inspired by the historical examples or completely geometric, as long as it's significant to you.2. Start with a ball of clay with a diameter that matches the palm of your hand.3. Stick your thumb in the middle, almost to the bottom.4. Press your outer fingers against your thumb, gently pressing the clay upward.5. Rotate the ball, and repeat with even pressure to create a larger hole and a thinner and taller wall. When it is the desired size and about the thickness of your smallest finger, stop.6. Cup your pinch pot in your hand to create the desired shape.7. Repeat, making a second pinched form with the same diameter opening.8. Fill the cavity of each part with crumpled newspaper for support, if necessary.9. Score the edges, apply slip with a brush, and seal the two halves together.10. Create a stirrup handle parts with hollow coils. Stick a chopstick or dowel into the middle of a hotdog shaped piece of clay. Roll the clay using the chopstick as a handle, so that the inside of the coil is hollow.11. Cut the parts to the appropriate sizes, then poke a hole into the body of the vessel where the hollow coils are attached, so water will actually flow into the spouts and pour out of the completed vessel. Score, slip, and seal the spout handles, to the sculptural form.12. Inscribe your name and date on the bottom of the piece.13. Details may be added before colored slip is applied. <i>**Remind everyone that all hollow parts must have airflow to the outside and no solid parts can be thicker than a thumb.</i>14. Applying black and white slip is traditional, but colors are fun! Consider patterns and repeated motifs.