



Slab-built Plate

Art Curriculum Matrix: Grades 2-5 and Intro Clay Learners

Project	Slab-built plate with positive/negative shapes and textures
Teaching Artist	Elizabeth Coleman
Arts Learning Community	Grades 2-5 and Intro Clay Learners
Time Required for Lessons	1.5 - 2 hours
Learning Goals for Arts Learners	<ul style="list-style-type: none"> To understand the basics of handbuilding with clay To address ceramic techniques and design principles such as balance, color, representational/abstract, texture and form To encourage personal creativity, visual storytelling, and learning through hands-on work with clay Learners will develop holistically, as art becomes a vehicle for expanded emotional/social wellbeing, and physical and artistic/cognitive functioning
Resources & Equipment Required	Slab-roller or rolling pin Clay Fettling knife Circle templates or paper plates (6-7") 15-20 sticks from trees, each approx. .25 inches in diameter (have students gather) Newspaper cutouts of animals, letters, numbers, or other figures, or you can use flat, fallen leaves if it is autumn (have students gather and make) At least 5 different colored-clay slips 40-50 paintbrushes, all sizes 5-6 small plastic cups to hold water for learners 15-20 forks, wood knives, and rubber ribs 15-20 plastic lunch trays, with newspaper to line trays Electric kiln Clear glaze
Lesson Tasks & Activities Towards Outcomes	Participants learn the required techniques to create functional and sculptural ceramic art.
Evaluation Methods for Assessment of Learning Goals	To be determined based on core grading requirements
Lesson Alignment to State/National Education Standards	Create standards met: <ul style="list-style-type: none"> Engage in exploration and imaginative play with materials. Repurpose objects to make something new. Experiment with various materials and tools to explore personal interests in a work of art or design.

Lesson Tasks and Activities Towards Outcomes

	Activity	Steps
1	Instructor tasks before class	<ol style="list-style-type: none"> 1. Gather all materials from the above list 2. Roll .25" clay slabs
2	Instructor and assistant tasks before class	<ol style="list-style-type: none"> 1. Provide each learner with a plastic tray, lined with newspaper, and one fork, wood knife, rubber rib, and 7" diameter paper plate 2. Put small plastic cups of a little bit of water on tables for learners to share (not too full or you have a lot to clean up when the cup spills)
3	Gather materials	With students, cut a variety of figures out of newspaper and gather flat, fallen tree leaves
3	Demonstrate each step using "show then do" structure	<ol style="list-style-type: none"> 1. Show how to hold the rubber rib and how to compress the clay slab; have learners do this step on both sides of the clay slab. 2. Show students how to place the paper plate on the slab and trace it with the point of the wood knife; have learners do this. 3. Show how to press down with the wood knife to cut out the circle of clay and then smooth the edges; have learners do this. 4. Show how to hold sticks and press their ends into clay—demonstrate variety of pressures and marks that can be made with one stick; have learners press a texture all the way around the outside border of the clay circle. 5. Show learners how to turn the textured slab over without stretching it; do. 6. Show learners how to hold the wood knife like a pencil to write their name or initials in the center of the back of the slab circle; do. 7. Remind learners how to roll a coil of clay (prior lesson task); show them how to attach the coil to the bottom of the circle to make the "foot ring" of the plate; do. 8. Show learners how to flip the slab back over and how to shape the lip and center of the plate (lip curled up, center gently pressed down); do. 9. Learners how to attach paper cutouts or leaves with a tiny bit of water; do. 10. Show learners how to paint colored clay slip over the cutouts or leaves; do—learners choose their own colors. 11. Show example of plate with contrasting boarder color and harmonizing border color; do—learners choose their own colors. 12. Show students how to peel up figure/leaf; discuss options for filling negative space with another color, texture, or leaving blank.