

# Lesson Four: Sweet Treats (Elementary Grades)

Lesson Four is designed for elementary students. Lesson Three is a similar lesson designed for secondary students.

## Objectives:

1. Students will be able to properly use clay techniques and tools to construct their artworks.
2. Students will be able to add texture to their ceramic sculptures.
3. Students will be able to write a descriptive label to present with their final artwork.

## Preparation

Preview Sweet Treats (Elementary Grades) PowerPoint. See "A Note about Standards" in the unit overview, as you consider adaptations or emphases appropriate for your own curriculum.

## Supplies

clay  
plastic bags for wet storage  
clay tools  
rolling pins to make slabs  
kiln  
colored and clear glazes  
glaze brushes

## Activities

Review: Read the unit's theme in life (Our lives are touched by fleeting moments remembered long after they are gone) and the theme in art (Artists can capture fleeting experiences in their art). Remind students that in Lesson One they were introduced to desserts and other foods that members of a group or culture share on special occasions. Explain that they will be making ceramic sculptures inspired by their own lives.

Also review unit's key questions:

LOOK: What textures can I see?

CHOOSE: What textures will I use in my artwork?

LEARN: Can I get ideas for my art from my own culture (or group identity)?

Introduction: Display "Sweet Treats" PowerPoint slides 1-3 to:

- show a variety of types of dessert made from clay.
- ask students to share time and places where they have enjoyed desserts with other at home, at school or in the community.
- remind students of all the textures they saw in Lesson One.
- explain that they will make a sweet treat from clay that has texture and color.

Tools: Display "Sweet Treats" PowerPoint slides 4-13 to:

- Explain the use of various ceramic tools and equipment

Step-by-Step Construction: Display "Sweet Treats" PowerPoint slides 15-20 to show how students will:

- make and cut slabs.
- construct a simple form slabs by scoring edges and adding slip.

- use clay tools properly for cutting, scoring and trimming.
- leave bottom open so hot air can escape when the piece is fired in the kiln.

Step-by-Step Addition of Texture and Color: Display "Sweet Treats" PowerPoint slides 21-28 to show students how they will:

- make and attach coils or other pieces to add texture.
- score edges and using slip to attach pieces to build the basic shape (form).
- brush on colored glaze.
- brush on clear glaze after colored glaze has dried.

Presentation: Display "Sweet Treats" PowerPoint slides 29 to show students how they will:

- write labels to display with their final sweet treats with their names and a complete descriptive sentence about their work. (The student's name was removed from label in slide 29).

Assignment: Display "Sweet Treats" PowerPoint slide 30 to:

- stimulate students' thinking about what sort of treat they will make.
- identify its basic shape.
- consider textures they might add.
- consider color choices.

### **Art Specific Vocabulary**

tool (clay tools)  
 pin tool  
 loop tool  
 modeling tool  
 joint  
 rib tool  
 sponge  
 wire loop  
 kiln  
 fire, firing, fired  
 glaze (colored and clear)  
 texture  
 slab  
 trace/tracing  
 score/scoring  
 slip  
 coil  
 label

### **Other Vocabulary**

curve  
 cylinder  
 circle  
 attach

### **Assessment Guide**

1. Students will be able to properly use clay techniques and tools to construct their artworks.  
 EXCEED EXPECTATIONS:  
 No cracks open up at joints and no pieces fall off during firing.

**MEETS EXPECTATIONS:**

One joint crack opens up or one attached piece falls off during firing.

**APPROACHES EXPECTATIONS:**

Two cracks open up in joints, or two attached pieces fall off during firing, *or* one small crack appears and one piece falls off during firing.

**FAILS TO MEET EXPACTATIONS:**

Ceramic sculpture explodes or falls apart during firing.

2. Students will be able to add texture to their ceramic sculptures.

**EXCEED EXPECTATIONS:**

The ceramic sculpture has more than one added texture and is smooth where there is no added texture.

**MEETS EXPECTATIONS:**

The ceramic sculpture has one added texture and is nearly smooth where there is no added texture.

**APPROACHES EXPECTATIONS:**

The ceramic sculpture has unintended (distracting texture left from construction) and one added texture.

**FAILS TO MEET EXPACTATIONS:**

The ceramic sculpture has unintended (distracting texture left from construction) or no added texture.

3. Students will be able to write a descriptive label to present with their final artwork.

**EXCEED EXPECTATIONS:**

The label includes the student's name and a complete sentence about the sculpture.

**MEETS EXPECTATIONS:**

The label includes the student's name and a few words that do not form a sentence.

**APPROACHES EXPECTATIONS:**

The label includes the student's name or a few words that do not form a sentence.

**FAILS TO MEET EXPACTATIONS:**

The student does not make a label.