

Clay Whistles

Introduction

Class: Crafts

Topic: Clay Whistles

Length of Unit: 4 - 6 Class Periods

Virginia SOLs

- AI.3 The student will produce works of art that demonstrate the experimental application of the elements of art and the principles of design.
- AI.6 The student will produce works of art that demonstrate an understanding of two-dimensional and three-dimensional art media, with emphases on drawing, painting, and sculpture.
- AI.8 The student will create works of art that represent originality, personal expression, and craftsmanship.
- AI.9 The student will define and practice ethical procedures when producing works of art.
- AI.12 The student will describe connections among media, elements of art, principles of design, themes, and concepts found in historical and contemporary art.
- AI.13 The student will describe works of art, using appropriate art vocabulary.
- AI.19 The student will employ critical evaluation skills and use appropriate art vocabulary when evaluating and interpreting works of art.
- AI.20 The student will critique works of art with reference to the elements of art and the principles of design.
- AI.25 The student will classify works of art as representational, abstract, nonobjective, and/or conceptual.
- AI.26 The student will discuss how aesthetics are reflected in everyday life.
- AI.33 The student will formulate a definition for the word *art* and defend that definition in relation to objects in the world.

Learning Objectives

The student will:

- Create a Pottery Whistle
- Make pinch pots
- Construct a hollow form with two pinch pots
- Create the whistle mechanism
- Troubleshoot and correct any problems the whistle mechanism
- Use additive and/or carving techniques make an animal form from the clay whistle
- Glaze or paint their clay animal whistle

Content

Background Information

- Pinch Pots
- Additive Techniques
- Musical Instruments
- Animal Figures

Lesson Content

- Present information on clay whistles show examples
- Form two pinch pots (one with a nib)
- Attach the two pinch pots together to form a hollow clay form
- Create the whistle mechanism
- Decide which animal you want the whistle to be
- Use additive and/or carving techniques to make the whistle into an animal

Vocabulary/Definitions

- Pinch Pot
- Nib
- Score & Slip (or water)

Real World Connections

- Musical Instruments
- Historical Context

Materials and Advanced Preparation

Materials

- Clay
- Canvas
- Needle tools
- Popsicle Sticks
- Wooden Modeling Tools
- Water containers
- Brushes for use with clay
- Clean-up sponges
- Acrylic paint in bright colors
- Paint brushes
- Scrap paper or table covers to paint on top of

Advanced Preparation:

Class 1

- Sharpen the end of half of the popsicle sticks (see attached images as a guide)
- Pre-cut clay lumps
- Pre-cut rectangles of canvas (6 x 12 inches)
- Set tables with canvas, water, small piece of clay and clay tools
- Make an example

Class 2 - 3

- Pre-cut clay lumps
- Set tables with canvas, water, small piece of clay and clay tools

Class 4

- Fire clay whistles in Kiln between Class 3 & 4

Teaching and Learning Sequence

Lesson Plan #1

Introduction/Anticipatory Set

1. Introduce project – talk about cultures who make clay or wooden whistles.
2. Show example of what they will be making.
3. Remind students that they may need to share some tools.

Lesson Development

(Refer to Illustrations attached)

1. Demonstrate and have students create two pinch pots, one with bump on the end called a **Nib** – where the opening for the whistle mechanism will be placed.
2. Instructor will demonstrate how to properly **Score and Slip** the clay.
3. Have students **Score and Slip** the two pinch pots together.
4. Seal the Seam between the two pots.

Closure

1. Students will be asked to put away their supplies in the proper place, about three minutes before the class time is up. Students will place their projects in plastic bags with their names attached with masking tape. Ask for a volunteer from each table to help wipe up the tables.
2. Tell students what part of the project they will be working on next week

Assessment

Students will receive a daily grade for their effort and participation in class.

Lesson Plan #2

Introduction/Anticipatory Set

Greet students and remind them of the steps completed last week, briefly describe the part to be completed today.

Lesson Development

Creating the Whistle Mechanism:

1. Push Popsicle Stick through the Nib
2. Create a square with the sharpened popsicle stick
3. Remove the clay from the square
4. Create a Second Square right next to the one you just cleaned out
5. Remove half the clay from the second hole at a 45-degree angle
6. Clean out any extra clay from the opening

Closure

1. Students will be asked to put away their supplies in the proper place, about three minutes before the class time is up. Students will place their projects in plastic bags with their names attached with masking tape. Ask for a volunteer from each table to help wipe up the tables.
2. Tell students what part of the project they will be working on next week

Assessment

Students will receive a daily grade for their effort and participation in class.

Lesson Plan #3

Introduction/Anticipatory Set

Lesson Development

1. Show students examples of how to decorate their whistles as animals.
2. Remind students to score and slip all pieces of clay they attach.
3. Let students know that "Neatness counts especially when working on such a small scale."
4. Have students write their name on the bottom of their whistles and place them on a tray to dry for firing.

Closure

1. Collect projects from students for firing.
2. Students will be asked to clean their tables, put away their supplies in the proper place in the middle of the table and wipe up tables, about five minutes before the class time is up.
3. Tell students what part of the project they will be working on next week
4. Thank students for a job well done (if they deserved it).

Assessment

Students will receive a daily grade for their effort and participation in class.

Lesson Plan #4

Introduction/Anticipatory Set

Pass back fired whistles and tell students that they will be painting today.

Note: If whistles are not kiln fired in time, a potter's wheel demonstration will be given to increase the students knowledge of clay techniques.

Lesson Development

(Refer to Illustrations attached)

1. Show students examples of how to paint their whistles.
2. Demo techniques for making stripes and dots.
3. Remind students to use light colors before dark colors.
4. Let students know that "Neatness counts especially when working on such a small scale."

Closure

Students will be asked to put away their supplies in the proper place, about three minutes before the class time is up.

Assessment

Students will receive a daily grade for their effort and participation in class.

Assessment for the Unit

Formative:

- Students will be evaluated and given a daily grade for each class period during the project.
- The whole class will critique the final project.

Summative:

The students will be assessed using a grading rubric with four criteria:

1. Participation and Following Directions
2. Craftsmanship
3. Design
4. Painting

Differentiated Instruction

Provide additional instructions and/or demonstrations for students require additional help with the project. Hands-on help may also be utilized to assist students.

References

Whistle technique adapted from Karen Podd – Art Teacher at Mathews High School, Mathews, Virginia