

# Carved Pinch Pot

<b>Title:</b>	Carved Pinch Pot
<b>Teacher(s):</b>	Lisa Hunter
<b>School:</b>	Kuna High School
<b>Subject:</b>	Ceramics
<b>Grade Level:</b>	9-12
<b>Duration:</b>	3 weeks/8 class days

## Stage 1: Desired Results

### Standards:

#### IDAHO CONTENT STANDARDS GRADE 9-12

VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen artform.

VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works

VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.

### Essential Questions for Students:

Will my pinch pot be functional or nonfunctional? (Explain your decision process.)

What theme or story does my carved pinch pot embody? (Explain your cultural, social, or personal connections.)

What type of form will my pinch pot have? How does the form interact with my design?

How well did I execute my idea? What were the factors?

What part of the art critique helped me the most? How will I use this in the future?

### Knowledge and Skill (Learning Targets):

I can make works of art by employing the pinch method

I can use the creative process to plan, sketch, and implement my design into clay

I can use my knowledge of social, cultural, historical, and personal experiences in my pinch pot design

I can use carving decorating techniques to communicate visually

I can use glaze to decorate my carved pinch pot in an aesthetic manner

I can cleanup my studio space, tools, and equipment

## Stage 2: Assessment Evidence

What will be assessed?	How will it be assessed?
Student reflection	Journaling
Student work ethic and application	Teacher observation and student self-evaluation
Class participation in art critique	Participation/ attendance/ proper use of vocabulary
Requirements of the assignment	Sketches and assignment write-ups Completion of a carved pinch pot
Safety and precaution where implemented at all times.	Teacher observation and student self-evaluation
Studio Practices	Teacher observation and student self-evaluation

## Stage 3: Learning Activities

The activity should run approximately 3 weeks.

### **Materials:**

Clay  
Clay tools  
Carving tools  
Individual water containers  
Glaze  
Pencil

**Day 1:** An introduction to the assignment will be given and examples will be shown. A 20 minute presentation will then be shown to the class about the history and use of pinch pottery throughout a variety of cultures. During the presentation, students will take notes in their sketchbooks/writing journals. A 20 minute pinch method and carving demonstration will be given by the instructor. Students will be shown proper techniques, cleanup, and proper studio habits. Students will design and sketch ideas for their carved pinch pots in their sketchbooks/writing journals.

**Day 2-4:** Students will begin construction and practice on their pinch pot. Students are required to create a minimum of 3 practice pinch pots before they may begin their final project. Students will draw and record this information in their sketchbooks/writing journals.

**Day 5-7** Once students have made their final pinch pot and it has become leather hard; they will begin to map out their design with a pencil on the surface of the clay. Students will then spend the remainder of class carving their vessel. Students will need to wrap their pieces with wet paper towels and bag them to keep the piece moist each day until it is completed. Once completed students will sign their name and set out to dry.

**Day 8:** Once student work is bisque, students will glaze their pieces with teacher instruction.

**Upon Completion:** Students will participate in an art critique in a safe, positive and constructive environment. Students will be required to use the appropriate art vocabulary and show respect to their fellow classmates.

This lesson should be modified to fit individual needs. For example, oxide pencils may be used rather than carving tools to decorate the surface area of the pinch pot.

Adapted from McTighe, Jay & Wiggins, Grant. *Understanding by Design Professional Development Workbook*. Alexandria, VA: ASCD, 2004.