

**Lesson Name:** Pinch Pots

**Duration:** 13 classes

**Level:** 11-12 Grade

**PROJECT DESCRIPTION:**

Students will learn the basic technique of pinch pots to create a small vessel complete with a lid and foot. The students will work on this project in stages complete with a thought-out design integrating pattern. The students will be challenged to make their pinch pot stand out in a class full of similar forms.

**PRE-ASSESSMENT:**

I will give each student a piece of clay and ask them to create an small pot form with even wall thickness, a flat top, and smooth sides.

**CONCEPTS:**

- Shape
- Form
- Technique
- Function
- Pattern
- Craftsmanship

**REAL WORLD APPLICATION:**

- Recognizing pattern and design
- Creating functional art
- Attention to fine detail

**OBJECTIVES:**

- 1. The student will be able to identify historical patterns and create their own unique pattern for their pinch pot.**  
Blooms Level: Remembering/Creating      Standard: Connect/Create
- 2. The student will be able to create a pinch pot that has even wall thickness, a flat lip, and smooth sides as well as a complete lid and foot.**  
Blooms Level: Apply/Analyze      Standard: Create
- 3. The student will be able to write about their pinch pots and reflect on the work of other classmates through a reflection activity.**  
Blooms Level: Evaluate/Analyze      Standard: Present/Respond
- 4. The student will be able to problem solve solutions to making a perfect pinch pot.**  
Blooms Level: Analyzing/ Understanding      Standard: Create

**INQUIRY QUESTIONS:**

- What are some patterns that you recognize on a daily basis?
- What makes a pattern unique?
- How can you show personality with pattern?

**IDEATION:**

Complete weekly POP finding images of historical pinch pots as well as ceramic pattern including stamping, sgraffito, and painting.

**MATERIALS:**

- Clay
- Plastic bags
- Plastic bats
- Metal rib
- Rubber rib
- Wooden modeling tool
- Needle tool
- Slip
- Chromebooks
- Kiln

**DIFFERENTIATION/ACCOMMODATIONS:**

## **INSTRUCTION:**

### **Day 1:**

Students will have completed their weekly POP that focused on pinch pots.

Presentation on historical pottery and the functions that the pottery served.

Give each student a baseball size piece of clay and have them try to make a pinch pot without giving them any instructions. (Take note of students who are successful for pre-assessment). Have students compare the pinch pots at their tables and have them pick the "Best" one. They have to then share with the class the reasons why it is the "Best." This will allow all the students to set the standards for the project and give them something to strive for. Clean up, recycle all clay.

### **Day 2:**

Each student will get a baseball size piece of clay. I will then instruct them with each step how to make a "perfect" pinch pot.

Step 1: wedge clay and form into a sphere. Step 2: dive your thumb in the middle until the bottom thickness is  $\frac{1}{2}$  -1in thick.

Step 3: Spread the floor by using your finger to dent the way around the bottom. Step 5: Begin pinching the clay while continually rotating the ball of clay in the palm of your hand. Step 6: Continue rotating until you have pinched to  $\frac{1}{2}$  in from the top. Step 7: carefully pinch the top  $\frac{1}{2}$  inch of clay until it is the same thickness of the walls. Step 8: smooth inside and out with your hands and rib tools. Students will then scrap their clay and start working on a surface design worksheet. Design worksheet is homework.

### **Day 3:**

Students will have a work-day today. They will start off by wedging their clay and beginning to form their pinch pot. When there are 7 minutes left in class, have students put pinch pots on bats and wrap in plastic. Store in proper cabinet. Clean up work area, tools, wedging table.

### **Day 4:**

Work day. I will be checking in with each student to review their design ideas.

### **Day 5:**

Work day continued. I will be checking in with each student to review their design ideas.

### **Day 6:**

Students will gather around a table to go over a lid demonstration. The students will have 2 options to choose from when they make their lids. The first is to create a drop lid or an over edge lid. I will then demonstrate how to make both kinds and which are best suited for the forms that have chosen. We will also discuss how to make the lids look different. Students will then be allowed to have work time to begin their lids. Clean up.

### **Day 7:**

I will show the students a few examples of knobs and handles and how to create them. They will then have until the end of the period to complete the lid and handle.

### **Day 8:**

Students will watch a quick demonstration on feet. We will discuss how to make different feet and what the purpose of a foot is. Students will have the rest of class to work on the feet.

### **Day 9:**

Students will use this day to catch up on their pinch pots in case they missed a day or felt like they needed to spend more time on a certain area. This will also allow time to check-in on students and gauge their success.

Day 10:

As a class, we will be talking about surface design and the options to create it. I will demonstrate how to stamp clay cleanly without stamp lines, how to use a loop tool to create texture and how to sgraffito. We will also discuss which option is best suited for their designs.

Day 11:

Surface design work day continued. Check student's work and see if they will be complete soon. I will offer project extensions to students who worked diligently throughout the project but still need more time, otherwise students will be required to have the project done at the due date.

Day 12:

Last work day in class. Students are to put any finishing touches on their pieces in order to have a complete piece for the critique the following day.

Day 13: Reflection activity

Students will bring out their finished pinch pots and place it in front of their seat. They will all be given a worksheet that they will put their name on and leave with their piece at their seat. Tables will then switch with another table and find a piece to critique. They will grade each piece at that table by rating them in 3 categories, giving 1 positive critique and 1 constructive critique. Students may not be sure the words "I like." They will keep doing this for different pieces until they have critiqued every piece at the table. Students will then return to their own work to see what people had to say. We will then discuss as a class some of the pieces that we really liked and why we liked them. Students then grade themselves on the project rubric and turn the rubric in. They will also move their project into the dry-out cabinet if they are done.

**Reflection Activity:**

Students will evaluate themselves on the project rubric. They will also answer 3 reflection questions, where were you successful in this project? What did you learn during this project? What would you improve on for this project?

**Post-Assessment:**

- Project rubric
- Self assessment
- Peer assessments

**Notes to self:**

**Attach resources/handouts/examples**