

Water Vessels From Around the World

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Audience -5th grade with Inclusion of Special Needs students

Allocated Time – 5 class periods

Outcome statement

Students will design and create a food-safe water vessel out of clay, using the inspiration of water vessels from a variety of cultures. This lesson is important at this grade level because it provides the students with a hands on opportunity to recognize the importance of clean water and what we can each do to preserve our water supply and become empathetic to the human condition in other countries. Students will also begin to consider the importance of our natural resources and the fact that they are finite in nature.

Objectives:

Students will:

- Build and design a water vessel out of clay (the vessel must be at least 6" high, be a strong form considering the function of a water vessel, functional, food safe and aesthetically interesting)
- Students will be familiar with the following clay techniques: pinch, coil, slab
- Apply their aesthetic knowledge to decorate and glaze the vessel
- Investigate water vessels from around the world and in our current time
- Gain a greater understanding of the importance of water conservation

Art Standards

MI.A.10-12.01.15.VA	Intentionally use art material and tools effectively to communicate ideas.
MI.A.10-12.01.16.VA	Apply organizational principles and functions to solve specific visual arts problems.
MI.A.K-12.02	STANDARD: All students will apply skills and knowledge to create in the arts.
MI.A.10-12.04.01.VA	Reflect on how the subjects, ideas, and symbols of artworks differ visually, spatially, temporally, and functionally with respect to history and culture.
MI.A.10-12.05.19.VA	Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

MI.A.7-9.04.12.TH

Explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy, and empathy apply in theatre and daily life.

Integrated Standards

MI.S.K-6.03.02.04

Compare and contrast food, energy, and environmental needs of selected organisms. (Key concepts: Life requirements-food, air, water, minerals, sunlight, space, habitat. Real-world contexts: Germinating seeds, such as beans, corn; aquarium or terrarium life, such as guppy, goldfish, snail.)

MI.S.K-6.03.05.05

Describe positive and negative effects of humans on the environment (Key concepts: Human effects on the environment-garbage, habitat destruction, and management, resource management. Real-world contexts: Household wastes, school wastes, waste water treatment, habitat destruction due to community growth, reforestation projects, establishing parks or other green spaces.)

Universal Design-

Multiple Intelligences-

Kinesthetic – Clay building

Visual – Images of clay vessels

Interpersonal – Conserving water

Musical/ Auditory – African music

Learning Styles –

Abstract Random – Greeting the students at the door with numbered cards

Concrete Sequential – PP on Water Vessels and Rubric expectations

Anticipatory Set - Students will enter the room with African music playing and be greeted at the door receiving a notecard with the numbers 3 or 4 listed. The instructor will ask the students to guess what the significance of these numbers is. A human can live 3 - 4 days without water but can live for several weeks without food. The average person in a developing country will walk 4 miles for clean water.

Concepts and Vocabulary:

1. What does the term “function” mean for an artist?
2. In what ways does an artist consider the function of the product in the creation of the work?
3. How do you adhere two pieces of clay?
4. What is the difference between pinch, coil and slab?
5. How many miles does the average person in a developing country walk to get clean water?

6. How many days can we survive without water? Food?
7. What does the term Aesthetic mean?
8. What does the term Food Safe mean?
9. What is glaze?
10. What does conservation mean?
11. Is water a natural resource? Is this resource finite?

Materials

Clay, Burlap, Clay stylus, Water supply, Rolling pins, Newspaper, Glaze, Kiln, Water Containers, Sponges, Variety of textures and imprint objects, slump molds or chinette plates, tape, African Music

Resources

Rain Catcher Video

PP on water vessels and water conservation, visual and physical examples of vessels

The following short video about the importance of clean water from Rain Catcher will be played

-<http://www.raincatcher.org/2011/06/women-walk-3-70miles-a-day-for-water-on-average-in-developing-countries/>

Day One – A PP on water vessels from around the world and throughout time will be shown. Students are asked to consider the design qualities and formal aesthetics of these vessels. What types of form allow for ease of function? The students will be asked to sketch 8 different shaped vessels. The students will be broken down into small groups and asked these questions:

- What shapes make better water vessels? Why?
- What forms are easier to carry water in for long distances? Why?

The instructor will engage in the conversations and guide the questions.

There will be a demonstration on pinch, coil and slab methods of clay construction. The instructor will also demonstrate the proper technique for scoring and adhering clay. The students will continue designing their best sketch on paper. The instructor circulates around the room and gives suggestions in regards to form and function. Several hard examples of historical vessels will be hanging around the classroom as a reference.

Homework – Students are asked to sketch 3 different containers in their home that

are used to hold/carry water or liquids.

Day Two - The students enter the room with a variety of water bottles and jugs on the tables. How did the designer consider form and function in the creation of these contemporary jars? The students will have their best design approved by the instructor. Students will be reminded that their completed vessel must be at least 6", food safe and aesthetically interesting. There will be a short demonstration review with clay techniques and clay adhering. Students will begin their construction of their vessel. Teacher will circulate around the room to advise and coach.

Day Three and Four - At the beginning of class, the teacher will discuss the terms Aesthetic, function, food safe, finite resources and the importance of glaze in making our vessels food safe. Teacher circulates, monitoring student practice and guiding students through the clay construction process. Teacher provides feedback through praise and prompts.

Day Five- glazing the vessels, test glazes will be available. Glazes must be food safe.

INDEPENDENT PRACTICE - Students will be asked to create a PP or short video on a developing country and the scarcity of water. The research will include at least two different suggestions that we can each do right here, to conserve our earth's water resources. The video or PP will be shared with the class or individually critiqued by the instructor. Students may work in groups of 3 or 4 to complete this assignment.

Closure- The following questions will be asked at the end of the class to ensure a proper review and check for understanding:

12. What does the term "function" mean?
13. In what ways does an artist consider the function of the product in the creation of the work?
14. How do you adhere clay?
15. What is the difference between pinch, coil and slab?
16. How many miles does the average person in a developing country walk to get clean water?
17. How many days can we survive without water? Food?
18. What does the term Aesthetic mean?
19. What does the term Food Safe mean? What must a potter do to ensure their vessels are food safe?
20. What is the importance of glaze with food and water vessels?
21. What can each of us do to conserve water?
22. Is water a natural resource? Is this resource finite?

Assessment

20 - 25 - Student built and designed a water vessel out of clay that was at least 6" high, designed with function in mind, food safe and aesthetically interesting. The craftsmanship of the vessel is very high allowing the vessel to hold water. The student demonstrated a strong understanding of the following clay techniques: pinch, coil, slab methods. The decorative and glaze qualities of the vessel are exceptional. The student has shown an understanding of water conservation and water conditions around the world through the evidence of a video or PP.

15 - 19 - Student built and designed a water vessel out of clay, but this vessel did not meet the 6" high requirement. The vessel was food safe and aesthetically adequate; function of the vessel was considered in the design. The craftsmanship of the vessel is good allowing the vessel to hold water. The student demonstrated a moderate understanding of the following clay techniques: pinch, coil, slab methods. The decorative and glaze qualities of the vessel are strong. The student has shown a moderate understanding of water conservation and water conditions around the world through the evidence of a video or PP.

10 - 14 - Student built and designed a water vessel out of clay, but this vessel did not meet the 8" high requirement. The vessel was not food safe and was not aesthetically interesting; function was not considered. The craftsmanship of the vessel is poor; the vessel does not hold water. The student demonstrated a very low understanding of the following clay techniques: pinch, coil, slab methods. The decorative and glaze qualities of the vessel are weak. The student has shown very little understanding of water conservation and water conditions around the world through the evidence of a video or PP.

0 - 9 - The students did not complete the assignment or the PP/Video.

Accommodations – Students with physical disabilities will be given larger drawing tools, texture plates to impress in the clay, and have their burlap taped down to ease construction. Students with small motor coordination will have the opportunity to create a slump pot using a chinette plate.

Self-evaluation

The strength of this lesson is that it is multi-sensory in nature and the students were very engaged. Questions to consider? Should the student be asked to provide more sketches? Should there be more time to dialog? Could some of the dialog occur at home with parents?