

*Discovering the Story:
A City and Its Culture*

TWO-LITER VESSELS

A Visual Arts Lesson
for Grades 4-8



Mary Louise McLaughlin (1847-1939), The Cincinnati Pottery Club (1879-1890), Frederick Dallas Hamilton Road Pottery (1865-1882), United States (Cincinnati)
Ali Baba Vase, 1880
Gift of the Women's Art Museum Association, 1881.239



Maria Longworth Nichols Storer (The Rookwood Pottery Company)
Aladdin Vase, 1882
Gift of Mr. and Mrs. James J. Gardner, 2002.94

The lesson *Two-Liter Vessels* is based on

Aladdin Vase

by Maria Longworth Nichols Storer

and

Ali Baba Vase

by Mary Louise McLaughlin

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and *Ali Baba Vase* by Mary Louise McLaughlin

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OBJECTIVES

- Students will look at images of the *Ali Baba Vase* and the *Aladdin Vase*.
- Students will discuss how these vases are made of clay, and consider another way one can make a clay vase.
- Students will create a decorative papier-mâché vessel, taking inspiration from the *Ali Baba Vase* and the *Aladdin Vase* and considering form, texture and color.

TEACHER PREPARATION

VOCABULARY

Definitions can be found in the [Glossary](#) on the [Discovering the Story](#) Website.

Ceramics
Clay
Fire
Texture
Kiln
Glaze
Papier-Mâché
Slip
Vessel

MATERIALS

- Print Reproductions of the Museum’s [Ali Baba Vase](#) and [Aladdin Vase](#)
- Two-liter soda bottle – well rinsed and with plastic label removed; one per student
- Permanent markers
- Scissors or utility knife
- 2 oz. box of “Art Paste” – this is powder that is mixed with cold water to create a clear, easy-to-clean up paste. One 2 oz. box will make 4 quarts of paste; estimate around one box per eight students
- Large, resealable containers – these will be used to mix and store the Art Paste; use a larger one for initial mixing and smaller ones for students to use during the project
- Stirring stick and measuring cup – to be used in mixing the Art Paste
- Craft or photocopier papers in various colors – consider trying to acquire some of the colors found in the vases

BRAINSTORMING/GETTING STARTED

- Look at images of the *Ali Baba Vase* and the *Aladdin Vase* with students.
 - What helps make these objects interesting?
 - What do you think about their form?
 - Can you see the textures on these vases?
 - How do you think they would feel if you could touch them?
 - What kinds of colors are found on them?
 - If you were going to make a vase, how would it look?
- These vases are made of clay. They were made by pouring clay slip into molds, and later firing them in a kiln. The pictures on them are made by painting glazes onto the surfaces of the vases, then firing them again. We will be making clay vases in a different way, taking inspiration from the *Ali Baba Vase* and the *Aladdin Vase*. We will be forming papier-mâché over two-liter bottles to make our vases. We will think about form, texture and color when creating them.

PROCEDURE

1. Cover tables with newspaper or plastic tablecloths and distribute soda bottles.
2. Ask students to draw a line around the bottle, about four to six inches from the top of the bottle. This will become a cutting line.
3. Have students use scissors to pierce their bottles above this line, and then cut along it to remove the top portion of the bottle. Younger students may need assistance with cutting. Another option is to cut along the lines with a utility knife (**adults only!**)
4. Have students tear colored paper into irregular palm-sized pieces.
5. Distribute containers of Art Paste.
6. Have students hold a piece of colored paper in one hand, dip tips of fingers in the Art Paste with their other hand, then coat one side of the paper. The glue side of the paper can then be smoothed against the two-liter bottle.
7. Have students dip their fingertips in Art Paste again and smear a thin coating of it on the other (dry) side of the paper.
8. Continue, overlapping the edges of the paper pieces until the entire surface is covered.
9. Fold paper over the top lip of the vase.
10. Consider how color and texture can play a role. Paste different colors of paper over the vase for subsequent layers. Also, experiment with texture--keep some areas smooth, while making the paper bunch or wrinkle in other areas.

DISCUSSION/PREPARATION FOR VIDEOCONFERENCE

- Create a display area for the artworks. This could be on a tabletop or along shelves or windowsills. Allow time for students to present their artworks to the class. Time allowing, students may also show their vases to the Museum staff member during the videoconference and discuss how they were made.

VIDEOCONFERENCE

OBJECTIVES

- Students will interact with the Cincinnati Art Museum staff through a sixty-minute [videoconference](#).
- Students will learn about Cincinnati history from 1850 to 1900.
- Students will use Museum objects to reinforce activities completed in preparation for this [videoconference](#).

CONCEPT

A [videoconference](#) conducted by the Cincinnati Art Museum staff extends student learning through emphasis on the viewing and discussion of art objects. During this [videoconference](#) with the Museum, students will explore Cincinnati art history and the methods and practices of many of the artists working in the city.

SCHEDULE

- **5 minutes** Introduction to CAM staff (*This is also buffer time in case of connection complications*)
- **10 minutes** Brief discussion of student pre-videoconferencing activities.
- **10 minutes** Museum staff will lead an interactive discussion with students on the history of Cincinnati from 1850-1900
- **20 minutes** Museum staff will lead students in an in-depth investigation of selected Museum objects.
Objects Include
 - [Bedstead](#) by Benn Pitman, Adelaide Nourse Pitman, and Elizabeth Nourse
 - [Reception Dress](#) by Selina Cadwallader
 - [Aladdin Vase](#) by Maria Longworth Nichols Storer
 - [Ali Baba Vase](#) by M. Louise McLaughlin
 - [Vase and Dedication Medallion](#) by Tiffany & Co.
- **10 minutes** Questions and student sharing of art projects.
- **5 minutes** Closing (*This is also buffer time in case of connection complications*)

ACADEMIC CONTENT STANDARDS

NATIONAL STANDARDS: VISUAL ART

Grades 5-8

Standard 1: Understands and applies media, techniques and processes related to the visual arts.

Benchmark 1: Understands what makes different art media, techniques and processes effective (or ineffective) in communicating various ideas.

Benchmark 2: Knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas.

Standard 2: Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art.

Benchmark 1: Knows some of the effects of various visual structures (e.g., design elements such as line, color, shape; principles such as repetition, rhythm, balance) and functions of art.

Benchmark 2: Understands what makes various organizational structures effective (or ineffective) in the communication of ideas.

Benchmark 3: Knows how the qualities of structures and functions of art are used to improve communication of one's ideas.

Standard 4: Understands the visual arts in relation to history and cultures.

Benchmark 1: Understands similarities and differences among the characteristics of artworks from various eras and cultures (e.g., materials; visual, spatial and temporal structures).

Benchmark 2: Understands the historical and cultural contexts of a variety of art objects.

Benchmark 3: Understands how factors of time and place (e.g., climate, resources, ideas, technology) influence visual, spatial or temporal characteristics that give meaning or function to a work of art.

OHIO STANDARDS: LANGUAGE ARTS

Creative Expression and Communication: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.

Grades K-4

Benchmark A: Demonstrates knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.

Benchmark B: Uses the elements and principles of art as a means to express ideas, emotions and experiences.

Benchmark C: Develops and selects a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art.

Grades 5-8

Benchmark A: Applies knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.

Benchmark B: Creates two- and three-dimensional original artwork that demonstrates personal visual expression and communication.

Benchmark C: Achieves artistic purpose and communicates intent by selection and use of appropriate media.

Historical, Cultural and Social Contexts: Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.

Grades K-4

Benchmark A: Recognizes and describes visual art forms and artworks from various times and places.

Benchmark B: Identifies art forms, visual ideas and artistic styles and describes how they are influenced by time and culture.

Grades 5-8

Benchmark B: Creates a work of art that incorporates the style or characteristics of artwork from a culture other than their own.

Analyzing and Responding: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgment about the quality of works of art using the appropriate criteria.

Grades K-4

Benchmark A: Identifies and describes the visual features and characteristics in works of art.

Benchmark B: Applies comprehension strategies to respond to a range of visual artworks.

Grades 5-8

Benchmark A: Applies the strategies of art criticism to describe, analyze and interpret selected works of art.