

# 20 DESIGNS, OHHH MY

ART, SOCIAL STUDIES, & LANGUAGE ARTS  
GRADES: 7 - 8

## BASED ON



The Rookwood Pottery Company (American, estab. 1880)

*Pitcher*, 1898

Ceramic

Gift of Walter E. Schott, Margaret C. Schott, Charles M. Williams and  
Lawrence H. Kyte, 1952.309

## OBJECTIVES

- Students will learn about the Elements and Principles of Design.
- Students will demonstrate their understanding of the Elements and Principles of Design as they create 20 designs for their final clay piece.
- Students will learn about the techniques of manipulating clay: pinch, coil, and slab. Students will use two of the three techniques to create a clay form based on a theme.
- Students will learn about Robert Arneson (8<sup>th</sup> grade) and Pre-Columbian Ceramicists (7<sup>th</sup> grade).
- Students will make connections between their project and other students' projects.

## CONCEPT

There is more to creating a piece of art than meets the eye. As an art teacher/artist it is important to teach students the path of creating. First we must look at the Elements and Principles of Design so that they are well versed in how to use them in a piece of artwork, then the history of the medium used and how it reflects our world, a demonstration and finally, the designs. To design your piece of artwork is to outline the story you would like the viewer to see.

**MATERIALS**

- Scholastic Art Pre-Columbian Ceramists Magazine Classroom Set (7<sup>th</sup> grade)
- Scholastic Art Sculpting in Clay, Robert Arneson Magazine Classroom Set (8<sup>th</sup> grade)
- Reproduction of Focus Object and other Rookwood Ceramic examples
- Paper
- Pencils
- Clay

**PROCEDURE<sup>1</sup>**

1. Discuss and have students take notes on the Elements (7<sup>th</sup> grade) and Principles of Design (both for 8<sup>th</sup> grade). Optional: create a Prezi or PowerPoint presentation or a handout for students on the topic.
2. Develop and administer a brief quiz to assess students' understanding of the Elements and Principles of Design.
3. The 8<sup>th</sup> grade will read about Robert Arneson and the 7<sup>th</sup> grade will read about Pre-Columbian ceramicists using the Scholastic magazines. Students will take notes and compare and contrast the Rookwood *Pitcher*, their artist, and themselves making connections to the past, the present, and themselves.
4. Look at examples of Rookwood pottery, including the Focus Object. Discuss as a class.
5. Introduce and demonstrate the techniques of manipulating clay: pinch, coil, and slab.
6. Using paper and pencil, students create 20 designs for a clay piece based on the following criteria:
  - It must use at least 2 of the 3 demonstrated clay manipulation techniques
  - It must include at least one of the following: a handle, a fun lip, a fun foot, or a lid
  - It must be based on a theme (8<sup>th</sup> grade) or themselves (7<sup>th</sup> grade)Once they've created all 20 designs, students will choose one to create and write a plan for it (a process written out).
7. Students create their final design.
8. Students fill out self-assessment form.

**ASSESSMENT**

Students will self-assess their projects by answering the question: *What number grade do you feel you earned based on following the directions and your final project and why?* And by finishing the following sentences: "I learned..." and "I can now..."

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<sup>1</sup>Timing of this lesson can vary. The lectures, readings, and design process can take up to 5 class sessions. The creating with clay can take up to 5 sessions. After dried and fired, the pieces can take up to 4 sessions to decorate.

## **NATIONAL STANDARDS: VISUAL ART**

### **Content Standard**

Understanding and applying media, techniques, and processes

### **Achievement Standard**

- Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

### **Content Standard**

Using knowledge of structures and functions

### **Achievement Standard**

- Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work
- Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas
- Students select and use the qualities of structures and functions of art to improve communication of their ideas

### **Content Standard**

Choosing and evaluating a range of subject matter, symbols, and ideas

### **Achievement Standard**

- Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
- Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

### **Content Standard**

Reflecting upon and assessing the characteristics and merits of their work and the work of others

### **Achievement Standard**

- Students compare multiple purposes for creating works of art
- Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry

## **NATIONAL STANDARDS: LANGUAGE ARTS**

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

## **RESOURCES**

*Scholastic Art Magazine: Pre-Columbian Ceramists, working with Form*, December 2008/January 2009

*Scholastic Art Magazine: Sculpting in Clay, featuring Robert Arneson*, February 1997

Cincinnati Art Museum website: [www.cincinnatiartmuseum.org](http://www.cincinnatiartmuseum.org)



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