Long neck coil pots
Grade 2
Sessions 3-4

Objectives: students will be introduced to the coil technique of hand building with clay. We will discuss the difference of form from shapes and sculpture. They will create their own asymmetrical coiled pots.

Essential questions:
Where do artists get their ideas? What do people do when they make a mistake? Why is a good art vocabulary useful in life?

Vocabulary: coil clay, pinch pots, asymmetrical, hand building, sculpture, 3D, form, glaze, green ware, bisque ware, kiln

Materials: white clay, joining tools, natural materials (for inspiration- twigs, leaves, pinecones, shells, nuts), pictures of asymmetrical pots.

Procedure:
Begin by asking students what they know about clay and pottery. Why did people make pottery? What sort of uses does it have? Show them several pictures of asymmetrical pots. What makes these interesting? Why would someone make their pot like this instead of symmetrical? Discuss how these pots are different than 2-D art because it must be interesting to look at from all sides not, just one.

Have prepared a small amount of clay, amount the size of a small orange; roll it into a ball. Insert thumb and demonstrate to students how to make the beginnings of a pot by pinching with thumb and fingers. Pinch pot until walls are about ½-1/4” thick. Roll a coiled of clay. Be sure to point out to students that they should roll coil with their whole hand. Attach that coil to pot and join. Hold pot up so students can see joining. Add a couple more rows and demonstrate to students how they can tear walls and overlap them if pot is getting too wide. Show how to join on the inside of pot to narrow the opening.

Give students Manila paper to draw an initial design for pot. Distribute nature materials to tables for inspiration. Encourage them to look around the room or to nature to generate ideas about how to form pot. Ask them to draw the front and back of pot so they are thinking about it from more than one side.

Cut small sections of clay for students. Have them begin working by forming pinch pot base then adding coils as demonstrated. It is a good idea to cover tables with paper to make for easy clean up. Encourage good joinery.

Discuss glazes. We are using color burst glazes which will be painted all over pot and give random effects. Student emphasis should be on evenly coating, at least 2 coats. Have pictures of what glazes will turn out like to assist students in selection of glaze. They should pour about a quarter size amount into paint palettes so as to not waste.
Assessment:
Did the student complete the initial drawing front and back?
Was the design asymmetrical and interesting from the front and back?
Did the student use good craftsmanship in the construction of pot?
Were art materials used correctly and respectfully?
Was the student able to use art vocabulary in the description of their piece and their inspiration for it?

Standards:
1-3: identify and compare the purpose of art objects (e.g., masks, puppets, pottery and weaving) from various cultures.

Modifications:
Procedure and requirements should be posted in a highly visible area of room and in large font.
Students with physical limitations may need some assistance creating initial pot and coils.
Visually impaired students should be allowed to handle ‘inspiration’ materials.

Audrey, Age 8    Maddy, Age 8