

Life Cycle Mandalas

Unit: Ceramics - Science Integration - Drawing -symbolism

Lesson: Life Cycles Mandalas - Ceramic relief - Drawing

Grade Level: 8th Grade

Objectives: Upon completion of this project, the student will be able to:

1. Transform a 2-dimensional piece of artwork into a 3-dimensional sculpture.
2. Experiment with a variety of techniques and procedures while working with clay.
3. Exercise artistic editing as they apply the same basic design to two separate mediums (Clay & Paper).
4. Critique works of art - evaluate their meanings. Create a work of art with personal symbolism.
5. Exhibit craftsmanship in shading with pencils (show gradation in value - blend colors) - and painting with tempera. Select colors for personal symbolism

Materials:

Rough copy of drawing, and 1 photocopy of drawing.

Moist Clay - Rolling Pins - Canvas Rolls - Wire End Clay Tool Set

Fettling Knives, Tray, damp cloth, plastic bags

Variety of Wire End Clay Tool Set - Slip

Tempera Paint (Acrylic Paint may also be used... as well as Underglazes and Clear Glaze)

Brushes (variety of sizes)

Crystal Clear Acrylic Spray Paint (for teacher use only)

Vocabulary:

Symbolism –Slip/Slurry – Score -

Relief - Slab - Border Coils – Bisque Fire - Kiln

Instruction/Motivation:

The motivation of this project is to expose the students to the idea of working across the boundaries of two different mediums (Clay & Paper). The students

will have first completed a drawing of an Illuminated Letter, where the emphasis was placed on Symbolism, use of value, and color. They will draw 3-4 SIMPLE symbols that have meaning. The students will then cut out those symbols and arrange them in a composition. The students make a drawing of the composition. They then try to recreate it onto a Clay Relief. The emphasis for the clay piece will be placed on form, texture and craftsmanship. The students will make adjustments as they begin to understand the distinct characteristics of the two separate mediums. The clay relief is not meant to become an exact replica of the drawing; rather the drawing should serve as an inspiration for the clay piece.

Clay Relief Procedures:

Students will be given trays, plastic bags and a damp cloth to store the clay in as they work. They will then each be given a piece of canvas to roll the clay on as well as a rolling pin. The students will need to roll out an 8"x10" slab of clay that is about ½ "thick. They may lay the photocopy on top of the clay to help reach the correct length and width. The students will then cut off any extra clay and transfer the slab onto the tray (with dry paper towel placed on the tray) by laying the tray over the clay and canvas and then flipping the tray over. This will prevent the clay from bending or breaking.

Next, students will lay the photocopy on top of the clay and, using a pin tool; will poke holes into the clay (through the paper) along the lines that they have already drawn. These will serve as guidelines for where to place the designs.

The first step will be to lay coils along the edges of the letter. Next, they had to roll out a coil that went around the edge (and scored and slipped that in place). From there, they decided which objects they wanted to build up and which they just wanted to carve. They used the photocopy as a template to make the different objects stand out. After the students have finished building up the clay, they will leave the towel off the clay to allow the clay to slowly dry. When the clay is firm, they may carve out certain areas on their plaque. Finally, they will do any necessary smoothing and allow the clay to dry out slowly so that it will be ready for firing.

After the firing, students will paint their plaque with tempera or acrylic paint. The painting portion of the project should take about 2 days. Emphasis will be placed on mixing and experimenting with colors. Finally, a clear acrylic spray will protect the paint.



Survey Must-Haves:

Comment on the differences and characteristics of the 2 different mediums (Clay and Paper). How are they different? What are you able to do with one and not the other?