Lesson by: Amanda Nordmann
Lesson: Textured Slab and Coil Pots
Length: 7 classes (70 min.)
Grade: 9th-10th intro course

Academic Standards:

H.8.2 Create works that use specific elements, principles, and functions to solve problems and communicate ideas.
H.9.1 Create artworks that demonstrate skill and understanding of different media, processes, and techniques.

Performance Objectives:

1. After a demonstration, the students will create a coil pot using the correct techniques with 100% accuracy.
2. After a demonstration, the students will create a slab pot using the proper techniques with 100% accuracy.
3. Using various tools or materials, the students will add texture to both pots, which will be based on completion.

Advanced Preparation by the Teacher:

*Create a flow chart demonstrating the various steps in the process of making a slab pot and a coil pot.
*Gather the various materials that will be needed (clay, buckets, tools, toothbrushes, sponges, rollers, guide sticks, etc.).
*Clean off the worktables so that there is room for the students to work.
*Obtain examples for each pot.

Procedure:

Introduction:
While the teacher is taking attendance and finishing any last minute items, have the students take out their sketchbooks and have them list what sort of experience they have had that involve clay. Once they are finished, it is time to do a demonstration on how to make a slab pot and a coil pot.

Step-by-Step:
1. First of all, begin by getting a chunk of clay. The clay has air pockets in it so it must be wedged before it can be used (Bodily-Kinesthetic), otherwise the air pockets will cause breakage when it is fired.
2. Begin by demonstrating a coil pot.
3. Start by making a base. It can either be a solid chunk of clay that has been rolled out and cut into the appropriate shape or they can use coils to produce the base shape. (Demonstrate both ways.)
4. Show them how to make a coil. Go ahead and begin to construct a piece as an example.
5. Discuss how slip is used: use a comb, toothbrush, or some other tool to scratch the two surfaces that will be joined and add water. Once they are placed together they can be smoothed out on one or both sides to create a bond.
6. They will continue this technique until the pot is completed.
7. To add variation they can cut coils and make them straight to change the pattern of coils or produce any other decorative coil pattern.
8. They can also merrily only one side and leave the coils showing on the other instead of smoothing out both surfaces. However, they need to add texture of some sort to the pot. They can use coarse fabric to press into the clay or they can pinch it or use tools to create some sort of texture. Another possibility is to add materials such as clay litter or sand and press them into the clay.
9. While you have their attention, go ahead and do the demonstration for the slab pot (Synthesis) (Intrapersonal).
10. The clay must be wedged just like before (Bodily-Kinesthetic).
11. Find a large area where you can move around and have plenty of work space.
12. Once you have a surface that the clay will come off of easily, such as linoleum or a tablecloth, the clay can be rolled out.
13. It will take a long roller and two guides, which are ¼ to ½ inch thick, to create a flat even surface.
14. Once the slabs are rolled out they can be cut into the appropriate shapes. It is smart to create a pattern for the pot so that the pieces are the accurate size.
15. The slabs will need to dry out for a bit, possibly over night so that they will support their own weight.
16. Once the pieces are slightly dry, but still soft enough to work with, the slabs can be attached together using the same slip method that was used for the coil pots.
17. Once again they need to add texture to some portion of the piece. The same materials and ideas apply to the slab pots that were used for the coil pots. However, slab pots can be carved into easier than coil pots.
18. Allow the students a chance to ask any questions along the way.
19. The students are to begin with whatever time is left in the period. They can do sketches, make patterns, or jump right in and get started.
20. Make sure to circulate around the room and make sure they are on the right track.
21. They will need to produce both types of pots, but they can work in whatever order they choose (Synthesis) (Intrapersonal).
22. For the next six days have the students come in and get started right away.

**Closure:**
Since the pots will need to dry before they can be fired, make sure the students have carved their names or initials into the bottom and have them place them on the drying rack. Their workstations will need to be cleaned up and all tools returned to the appropriate location. We will return later to spend a day in between lessons to glaze the two pieces once they are fired.
Adaptations for students with mental retardation:
- I would only have them construct one piece instead of both if they were having trouble.
- Give extra attention to the student to make sure they are staying on task.
- I would be looking for participation and effort rather than meeting all the criteria.
- Be sure they always have the flow diagram in front of them so that they know what comes next.

Self-Reflection: