

Art You Can Play With

What could be more fun than getting to make and play with your own toy? Well that is exactly what you can do with this fun lesson using Sargent Art Sculpt-it! air dry clay. Let the fun begin!



Teacher-prepared example

Target Group: Grade 3

Goal (Terminal Objective): Students will use at least three clay techniques with Sculpt-it! air dry clay to create a finished piece of art that can be used as a toy.

Objective: Students will use at least three clay techniques: slab, pinch pot, push-pull.

National Standards:

Visual Arts Grades K-4 Content Standard 1: Understanding and applying media, techniques, and processes

Visual Arts Grades K-4 Content Standard 2: Using knowledge of structures and functions

Visual Arts Grades K-4 Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Grades K-4 Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Visual Arts Grades K-4 Content Standard 6: Making connections between visual arts and other disciplines

Purpose: Students will utilize at least three clay techniques using air dry clay to create a finished piece of art that can be used as a toy with movable pieces.

New Vocabulary: slab, pinch pot, push-pull, coil, habitat

Materials:



#22-2003 Sculpt-It! White Re-sealable Tub Air Hardening Sculpting Material



#56-6012 Natural Hair Rainbow Brush Assortment



#24-2499 Acrylic Paint

rolling pin or small dowels for rolling clay, paper or suitable material to roll out clay onto, paperclip opened on one end, pencils, containers for water and cotton ball to use as smoke from the chimney.

Time: 3 or 4 art periods depending on the level of complexity desired.

Introduction and Motivation (Set):

Ask the students if they like toys. Explain to them that not all art work is for just hanging on the wall. This art piece will allow you to move the pieces around and to play with it. Show the students the finished piece with the clay cave and the animals.

Instruction: Demonstrate the process of rolling out the clay with the rolling pin or dowel rod piece while keeping it on the paper so that it will not become stuck to the table. Use the open end of the paper clip to trim off any uneven areas. Smooth out the edges with your fingers dipped into water, if necessary.

Roll another piece of clay into a ball. Demonstrate how to make a pinch pot from the ball by inserting your thumb into the middle of the ball. Continue to pinch the clay and turn it in your hands to form a round cave-like shape. Do not flatten the pinch pot on the bottom. When it is the desired size, apply a little bit of water onto one end of the clay slab and set the pinch pot shape sitting on its side onto the wet spot. Sargent Art air dry clay will stick to itself by using water. Work the bottom edge of the pinch pot “cave” into the bottom slab so that there will not be a seam showing. Use the paper clip to cut out a window from the cave. Add a chimney onto the top of the cave by using small amounts of water to help the clay to stick together. If the student has pinched the clay so thin that it will not stay opened, place a piece of crushed newspaper into the cave to help it stay in place while the drying begins.



Cutting out window



Forming the chimney



Completed cave and base

During the next art period, students will create small animals using the pinch-pull method of working the clay. My example shows bears, but it could be another animal. Encourage the students to create a family of the animals with a Dad, Mom, and baby. Give the animals human traits like clothes, hats, etc. Added features can be adhered by simply using a little bit of water.



The last art period the students will paint their project with Sargent Art acrylic paint.

Activities:

(1) Guided Practice

1. Students will roll out the clay into a slab smoothing and trimming the clay as they work.
2. Students will form a cave using the pinch pot method and attaching it to the slab base. Cut out a window and add a chimney to the cave.
3. Students will create a family of animals that will live in the cave.
4. Paint the finished project with Sargent Art acrylic paints.

(2) Independent Practice and Check for Understanding: The teacher will circulate among the students as they work to make sure that they are staying with the objectives of the lesson. Ask a direct question when understanding is not being observed. The teacher will help with the clay when necessary and add positive reinforcement as the students work.

(3) Closure: Students display their work. The teacher will guide a critique to point out the strong qualities of successful compositions.

Evaluation:

Level One -- The finished piece is on a slab and the cave has a window cut out and a chimney on the roof. The cave is open so that the animals can enter under it. The animal family has at least three members and has human traits to them. The painting covers all of the parts of the clay and is done very neatly. The craftsmanship is excellent.

Level Two -- The finished piece is on a slab and the cave has a window cut out and a chimney on the roof. The cave could be opened more so that the animals can enter under it. The animal family has at least three members and has human traits to them. The painting covers most of the

clay and is done very neatly. The craftsmanship is good.

Level Three -- The finished piece is on a slab but the cave is missing the window or chimney. The cave is small and could be opened more so that the animals can enter under it. The animal family does not have at least three members and some are missing the human traits. The painting covers most of the clay but is not done very neatly. The craftsmanship is variable.

Level Four -- The finished piece is on a slab that is too small and the cave is missing the window or chimney. The cave is too small or collapsed. The animal family does not have at least three members and are missing the human traits. The painting does not cover most of the clay and is not done very neatly. The craftsmanship is poor.

Cross Curriculum: *Language Arts:* Students can create a story to go along with their animal family. They could also do a report on the animal that they made for their toy.

Extension: Some students may have time and enough clay to make small furniture for their animal family.

Resources:

No outside resources were used.

BY MERI LEE
Art Consultant