



Mr. Black's Dog House

**Lesson plan by Martin Black, art teacher
Songhai Learning Institute and Burroughs School,
Chicago, IL**

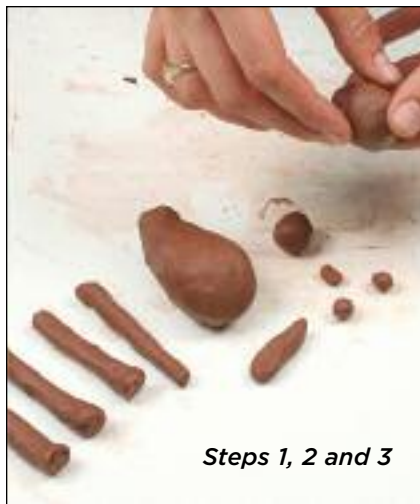
This beginning project introduces early elementary students to basic clay construction skills. Students use simple shapes to create the components of a dog's body and learn to join the pieces with scoring and slip. Coils are used to make legs and a tail, various balls are rolled and shaped to make head, snout, paws, etc. Employing both fine and gross motor skills, students assign a unique personality to their pet with clay details such as eyes, ears and a tongue, then bisque fire and add the definition of spots and color with glazes.

Grade Levels K-3

Note: Instructions and materials are based upon a class size of 25 students. Adjust as needed.

Process

1. Primary students will form simple solid shapes by rolling and squeezing clay into coils both thick and thin. Begin by making four thick coils, ideally equal in size and shape. These will be used for the dogs' legs.
2. Each student makes a small pinch pot, about 2" in length and 1/2" in diameter. Gently close the pinch pots, so there is no longer an opening. This will be the main body and neck of the dog.
3. Roll a coil for the tail, a ball about 1" in diameter for the head and three 1/2" diameter balls for the nose and eyeballs of the dog.
4. Once the parts are created, the students begin assembling their animal. Use a tool to score the 4 locations beneath the dog where the legs will attach. Add a thin layer of slip to each scored area to moisten the clay and attach leg.



Materials

Amaco® No. 25 White Art Clay, 50-lb pkg (30505-1025); need 1-lb per student

Loew-Cornell® Clay Tools, 11-piece set (30355-1011); share 3 sets across classroom

Blick® Economy Sable Round Brushes, assorted sizes (05147-); one brush per student

Amaco® Teacher's Palette Glazes, classpack of 12 pints (30476-1209)

Process, continued

5. Allow legs dry for 15 minutes or more until the dog can successfully stand on its own. While waiting, the students create the shape of the head from the 1" diameter ball, and the eyes and nose from 1/2" diameter balls. Attach the facial features to the head by scoring and applying slip.
6. Once the dog is able to stand, students score the neck of the dog and the back of the head. Add a thin layer of slip and join the head to the body.
7. Now that the basic form of the dog is complete, add the details to give each a unique personality. Create ears, tail and a tongue and attach by scoring and adding slip. Use a clay tool to press a hole in each eyeball for a pupil and define the nose and mouth.
8. Allow the dog to air-dry completely. Fire the dogs at cone 04 for the bisque.
9. Use Amaco® Teacher's Palette Glazes on the bisque fired pieces. Have students arrange the glaze jars in the order of a color wheel and mix colors on a palette to form various hues. Use black for the nose and pink for the tongue.



National Standards for Visual Arts Education

Content Standard #1 Understanding and applying media, techniques and processes

K-4 Students use different media, techniques, and processes to communicate ideas, experiences, and stories

Content Standard #2 Using knowledge of structures and functions

K-4 Students know the differences among visual characteristics and purposes of art in order to convey ideas

