

## **Cup Cake Pinch Pots**

Pleasant Street Elementary

5<sup>th</sup> Grade

### **Materials:**

- Pencils
- Paper
- Clay
- Clay tools
- Glaze
- Brushes
- Plastic bags
- Boards
- Projector
- Sharpies
- Tape

### **Learning Objectives:**

By the end of this lesson students will be able to:

1. Develop a basic understanding for ceramic building techniques, processes and vocabulary.
2. Create a hollow cupcake form using the different building methods(Pinch pop, slab and possibly coils.)
3. Recognize the art of Wayne Thiebaud and Andy Warhol of the pop art movement.

### **Description of Lesson:**

Students will learn about Wayne Thiebaud, Andy Warhol and the pop art movement. They will watch a brain pop video on the pop art movement and look at various paintings of Thiebaud's. Then they will create a cup cake pinch pot container using the slab, pinch and coil methods. Cupcakes will be bisque fired and glazed.

### **Anticipated Length of Lesson:**

The lesson should take four days from start to finish.

### **Sequence of Daily Lessons:**

Day 1: Introduction & Brainstorm

Students will discuss the important “rules” of ceramics and talk about various ceramic vocabulary. This will be done so through the use of two posters. Students will watch a Brian Pop video about the pop art movement and will answer questions. They will be shown artwork of Wayne Thiebaud and spend the remainder of the class sketching ideas for cupcakes.

Day 2: Pinch Pots

Today class will begin with a demonstration. Students will make a pinch pot for the base of their cupcake and then turn their cupcake over to trace a slab lid. Then they will attach the two pieces. If time allows students can add details such as coils for frosting, indents on the wrapper and sprinkles.

#### Day 3: Details

Students will need to complete their pinch pots for firing today. They need to add some sort of frosting, coil made or otherwise and they have the option of adding additional decorations like sprinkles and cherry's. After today students work will be dried and bisque fired.

#### Day 4: Glazing

Students will spend the class period glazing their cupcakes. Students will start out with two colors of glaze then be able to use more. Cupcakes must be completely glazed today so they can be fired.

### **Art History Component:**

Wayne Thiebaud, Andy Warhol and Pop Art.

### **National Standards and/or NH Curriculum Frameworks:**

- Curriculum Standard 1: Apply appropriate media, techniques, and processes.
- Curriculum Standard 2: Identify and apply the elements of visual art and principles of design.
- Curriculum Standard 3: Select and apply a range of subject matter, symbols and ideas.
- Curriculum Standard 4: Analyze the visual arts in relation to history and culture.
- Curriculum Standard 5: Analyze, interpret and evaluate their own and others' artwork
- Curriculum Standard 6: Students will make connections among the visual arts, other disciplines, and daily life

### **Assessment:**

A rubric will be used to assess students cupcakes.

### **Vocabulary:**

- Ceramics: the art of making things of clay. Clay is an ancient tradition.
- Coils: rope like pieces of clay. They can be stacked to build a wall or form.
- Slab: clay which has been made flat by rolling.
- Pinch pots: have a function. Use like a pot or bowl.
- Scoring: roughing up the surface of clay for attaching.
- Leather hard: clay in the process of drying. Still able to be carved or attached.
- Bone dry: Clay that is completely dry and ready to be fired.
- Fire: to bake in the Kiln

- Kiln: the 'oven' for firing clay.
- Bisque: Clay after its fired first time(unglazed)
- Glaze: a glassy chalky paint
- Pop art: Art based on modern popular culture and the mass media

## **Day 1: Introduction & Brainstorm**

Objectives:

By the end of class students will be able to:

1. Recognize the artwork of Wayne Thiebaud and Andy Warhol and the pop culture movement.
2. Develop a basic understanding for ceramic building techniques, processes and vocabulary.
3. Create three to four sketches of different cup cakes using shapes and details.

Materials:

- Pencils
- Paper
- Projector

Set Up:

- Bisque fired piece
- Glazed piece
- Painted piece
- Projector
- Queue Video

1. Clay Rules: 10 to 15 minutes

Introduce

Check for understanding

Projected on board

2. Brain Pop/Questions: 10 to 15 minutes

Student's stay in seats and turn towards board

3. Board/Brainstorm: 5 minutes

Shapes of cupcakes, different frostings, toppings, ect.

4. Drawing: Remainder of class.

Two or three different ideas.

Guiding Questions:

What is "pop" short for?

What is high culture? Low culture?

What were some of the subjects of pop art?

Why is there food in pop art?

What are the parts of a cupcake?

What goes on top of a cupcake?

What shapes make up a cupcake?

How could you make frosting? What method could you use?

## **Day 2: Pinch Pots**

Today class will begin with a demonstration. Students will make a pinch pot for the base of their cupcake and then turn their cupcake over to trace a slab lid. Then they will attach the two pieces. If time allows students can add details such as coils for frosting, indents on the wrapper and sprinkles.

Objectives:

By the end of class students will be able to:

1. Create the base of a cupcake form by creating a pinch pop and attaching a slab to enclose the form.
2. Demonstrate proper ceramic building methods and techniques.

Materials:

- Clay
- Clay tools
- Boards
- Plastic bags
- Sharpies
- Tape

Set Up:

- Objectives on board
- Materials

### **Time Line: 50 Minutes**

1. Review: 5 Minutes
2. Demonstration: 10 to 15 Minutes
3. Building: Remainder of class

1. Review: 5 minutes

What is pop art?

Who were the artists we talked about?

What are the three building methods?

What do you need to do when attaching two pieces of clay?

What do we fire clay in?

What is the life cycle of clay?

2. Demonstration: 10 to 15 Minutes

- Reminders: They are going to look different!
- The more you touch the dryer they'll be.
- We will be doing this together in steps. When I'm at the board put your clay down and listen to directions.

3. Building: Remainder of class

### **Day 3: Details**

Students will need to complete their pinch pots for firing today. They need to add some sort of frosting, coil made or otherwise and they have the option of adding additional decorations like sprinkles and cherry's. After today students work will be dried and bisque fired.

Objectives:

By the end of class students will be able to:

4. Create the frosting of a cupcake form.
5. Demonstrate proper ceramic building methods and techniques.

Materials:

- Clay
- Clay tools
- Boards
- Plastic bags

Set Up:

- Materials

### **Time Line: 50 Minutes**

1. Review: 5 Minutes
2. Demonstration: 10 to 15 Minutes
3. Building: Remainder of class

1. Review: 5 minutes

What is pop art?

Who were the artists we talked about?

What are the three building methods?

What do you need to do when attaching two pieces of clay?

What do we fire clay in?

What is the life cycle of clay?

2. Demonstration: 10 to 15 Minutes

3. Building: Remainder of class

Guiding Questions:

What is "pop" short for?

What is high culture? Low culture?

What were some of the subjects of pop art?

Why is there food in pop art?

What are the parts of a cupcake?

What goes on top of a cupcake?

What shapes make up a cupcake?

How could you make frosting? What method could you use?

#### **Day 4: Glazing**

Students will spend the class period glazing their cupcakes. Students will start out with two colors of glaze then be able to use more. Cupcakes must be completely glazed today so they can be fired.

By the end of class students will be able to:

6. Paint bisque ware with glaze.

Materials:

- o Glaze
- o brushes

Set Up:

- o Materials

#### **Time Line: 50 Minutes**

1. Review: 5 Minutes
2. Demonstration: 10 to 15 Minutes
3. Building: Remainder of class

1. Review: 5 minutes

What is pop art?

Who were the artists we talked about?

What are the three building methods?

What do you need to do when attaching two pieces of clay?

What do we fire clay in?

What is the life cycle of clay?

2. Demonstration: 10 to 15 Minutes

3. Galzing: Remainder of class

Guiding Questions:

What is "pop" short for?

What is high culture? Low culture?

What were some of the subjects of pop art?

Why is there food in pop art?

What are the parts of a cupcake?

What goes on top of a cupcake?

What shapes make up a cupcake?

How could you make frosting? What method could you use

**Student Examples**

(Was unable to fire a second time for glaze ware before I left)



**Teacher Example:**  
(Was mailed to me after firing)

