

# Teeny Tiny Pinch Pot Containers

Lower  
Elementary



## Central Focus

Students will acquire foundational knowledge of the pinch pot technique while gaining an understanding of the concept of functional art.

## Essential Questions

What is functional art?

## Materials

- Clay (I prefer a lowfire white)
- Tooth brush and water
- Fluorescent Watercolor or Tempera cakes
- Brushes
- Glitter clear top coat, I use Mod Podge or Sargent Art

## National Core Art Standards

- VA:Cr2.1.Ka-2a – Through experimentation, build skills in various media and approaches to artmaking.
- VA:Cr2.2.Ka-2a – Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- VA:Pr6.1.Ka-2a – Identify places where art may be displayed or saved.
- VA:Re7.1.Ka-2a – Identify uses of art within one's personal environment.
- VA:Cn11.1.Ka-2a – Identify a purpose of an artwork.

## Differentiation Strategies

- Provide gloves for students who do not like the feeling of clay
- Have students practice with play-dough first to better understand the pinch pot-making process
- Pair students for peer modeling, with one student demonstrating while the other copies.

## Learning Targets

- Students will acquire foundational techniques for creating a pinch pot.
- Students will apply the four S's of clay attachment—Shape, Score, Slip, and Smooth—to add a foot and a lid to their pot.
- Students will develop an understanding of functional art.
- Students will enhance their containers by incorporating color and details.

## Vocabulary

- Pinch Pot
- Container
- Functional Art
- Foot
- Lid
- 4's of Clay (Shape, Score, Slip, and Smooth)



# Daily Activities

## Day One

- Introduction to Pinch Pots
- Begin by demonstrating the process of creating a pinch pot using play-dough. Allow students to practice this technique.
- Once students successfully create a pinch pot with playdough, they may progress to working with clay.
- Exit Ticket

Provide one example of a successful pinch pot, ensuring it meets the following criteria: uniform thickness throughout (about the thickness of your pinky, not exceeding that of your thumb), a smooth interior and exterior, and a non-flat bottom.



## Day Two

- Define functional art for the students and encourage them to share relevant examples.
- Demonstrate the technique for rolling coils intended for both the foot and lid of the project. Ensure students comprehend that the coil for the lid must fit securely inside their bowl and be affixed to the bottom of the pancake they have created for the lid.



## Day Three

- After the bisque-firing process is complete, demonstrate the application of fluorescent watercolors or tempera cakes to enhance the color of the containers.
- Discuss various techniques for incorporating patterns and designs to elevate the visual appeal of their pots.
- The paint is expected to dry relatively quickly. Upon completion, establish a designated station where students can apply a clear glitter coat to seal the paint.



## Assessment

- Exit Ticket
- Observation Checklist
- Portfolio Check

