

# Duncan ColorWorks

## Rollie-Pollie Ceramic Art Lesson Plan



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## Rollie-Pollie - - Ceramic Art Lesson Plan

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**Grade Level:** K-3

**Duration:** 2 ½ hours: 1<sup>st</sup> Day- 1 hour, 2<sup>nd</sup> Day- 1 hour, 3<sup>rd</sup> Day- ½ hour.

### **Focus:**

Bugs are everywhere and children are fascinated and also frightened by them. They have segmented bodies, and exoskeletons. Some have six legs and some have more. Bugs come in different shapes, colors, and sizes. Bugs can be found all over the world, in tropical forest, deserts, homes, and in gardens. Rollie Pollies are crustaceans like crabs (Class Malacostraca). How they differ from insects...The head has two compound eyes, two pairs of antennae, and three pairs of mouthparts. The abdominal segments have swimmerets (swimming legs). Rollie Pollies have no heart and vessels pump their blood into sinuses. The biggest difference is they have gills. Which is why Rollie Pollies live in damp places. With out moistness, their gills cannot function and they suffocate. Bugs are a very important part of our ecosystem. At the same time the students have the opportunity to research and explore the world of bugs. Lets get creepy and make some bugs.

### **Educational Objectives:**

This lesson provides opportunities for student to:

- Learn some of the sculpting techniques such as rolling, pinching and scoring.
- Use additive and subtractive processes in making simple sculptural forms.
- Use accurate proportions to depict a bug.
- Begin understanding scientific classification.
- Use appropriate colors to depict bugs.

### **Teaching Tips:**

- Research bugs and have students identify one bug they would like to recreate.
- Sketch the bug several time using different resources.
- Go on a bug hunt to get a perspective on bug size, shape, and color.
- View bugs videos to get a feel for how they move and act.

### **Vocabulary:**

**Texture:** The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art.

**Bisque:** Fired, unglazed objects of clay. Hard bisque is witness to cone 04 or higher; a soft bisque to witness cone 06.

**Fire:** The process of maturing ceramic products by various degree of heat.

**Contrast:** Difference between two or more elements (e.g., value, color, texture) in a composition; juxtaposition of dissimilar elements in a work of art; also, the degree of difference between the lightest and darkest parts of a picture.

### **Duncan Materials:**

For 25 students, this project would require:

#### **Cover-Coat™ Underglazes:**

- CC121 Temple Grey: The body- 12, 2 oz. bottles
- CC122 Moonstone Grey: Body specks- 3, 2 oz. bottles

#### **Envision™ Glazes:**

- IN 1001 Clear Glaze- 1 pint



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### Miscellaneous Materials:

- Low fire white clay (approximately 2 lb. for each student)
- Rolling pin(s) for rolling slabs
- Cloth covered board (9 X 11)
- Plastic knives or bamboo stick for cutting the clay.
- Bucket of water for washing hands after the project
- Old toothbrushes for spackling
- Newspaper

### Step-by-Step: For the Rollie-Poly

1. Give each student 2 lb of clay.
2. Flatten the piece of clay so that the clay can be rolled to a flat  $\frac{1}{4}$ " to  $\frac{1}{2}$ " thickness.
3. Cut the slab into 1" X 6" strips.
4. Crumple a wad of newspaper into a five to six inch oval.
5. Start at the back end of the Rollie-Poly. Cut a piece of 1" strip to a 2" long strip and fold it over the newspaper.
6. Fold another 1" slab just over forward edge of the 2" inch strip. Attach them together by scoring and moistening the place where they touch. Continue attaching strips over the top of the newspaper.
7. Each strip will get longer toward the middle of the bug and then start to get shorter as you mover toward the head.
8. When you get to the head form a strip so that it curves under and rounds out the front.
9. Attach antennae on the head and then using your finger lightly pull the first 2" strip up and put two small feelers underneath.
10. Using the extra clay construct feet, don't make them to long because they will easily break. Attach them by scoring the area where they will be attached and moisten the area with water or slip.
11. Set aside both pieces under newspaper to dry for two to three days.
12. When the piece is completely dry paint your paint with Cover-Coat™ underglazes. When dry carefully bisque fire to Cone 04.
13. After fired, paint with IN 1001 Envision™ Clear glaze. Fire to Cone 06.

### Assessment:

- Set high standards for students and discuss how to reach them
- Discuss with students why decisions were made based on insight, rationale and technique
- Have students asses their own work, in addition to their peers, to gain understanding and appreciation
- Use a variety of specific types of evaluation to determine individual and group performance
- Continue assessment after project completion to help students reflect on projects and enhance further creations

### Connections:

- **Science:** construct a bug environment an observe it.
- **Language Arts:** Write bug observations in a journal for several weeks.



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### References:

American Museum of Natural History:

<http://www.amnh.org/>

National Geographic:

<http://www.nationalgeographic.com/kids>

Encyclopedia.com:

<http://www.encyclopedia.com>

The Minibeast World of Insects and Spiders:

<http://members.aol.com/YESedu/minimenu.html>

PBS Nature:

<http://www.pbs.org/wnet/nature/alienempire/>

### Health & Safety:

Products used in the Colorworks™ program are created with children in mind. Therefore, they are lead free and non-toxic.