

# Duncan ColorWorks

## Horse Character Ceramic Art Lesson Plan



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## Horse Character - - Ceramic Art Lesson Plan

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**Grade Level: 4-6**

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

### **Focus:**

Animals can be funny when given human characteristics and are prevalent in art throughout our history. Egyptians, Mayans, and present day advertisers have recognized animal symbolism in art to help get an idea across to the people. Tony the Tiger, the dove, and the bald eagle are easily recognized and their images provide us understandable relationships between humans and nature. Animal symbols acquire an image that in some way relates to their nature strength, skill, emotion, or behavior. The bear is strong & grumpy, the owl is wise, and a pig is messy.

For this project you will sculpt an animal that uses human expressions and postures. This horse is exaggerated; a bit distorted, and is an animal that seems to have human characteristics. Animal art that shares human characteristics can be silly, humorous, and colorful. This project will allow students to loosen up and enjoy art because they are creating art that is meant to be silly and humorous while imparting a feeling, image, or emotion.

### **Educational Objectives:**

This lesson provides opportunities for students to:

- Create a symbolic creature.
- Explore modern art, color, and exaggerated form.
- Learn how to use color and design.
- Explore human expression, what it looks like and what it says.
- Research animal forms.

### **Teaching Tips:**

- Model animal drawings and three-dimensional sculptures of animals.
- Reinforce that the students should have fun and not focus on perfection.
- Pre draw possible ideas, at least three drawings to help start the project.
- Cartoons, Claymation, and even Star Wars have great examples of beasts with human characteristics.
- Share Native American folk stories that are full of animals that explore human expressions and actions.

### **Vocabulary:**

- **Figurative:** Pertaining to representation of form or figure in art.
- **Expressive:** content Ideas that express ideas and moods.
- **Proportion:** The size relationships of one part to the whole and of one part to another.
- **Stylized:** Simplified; exaggerated.

### **Duncan Materials:**

#### **Cover-Coat™ Underglazes:**

For a classroom or 25 this project would require:

- CC 165 Black Brown: 5, 2 oz. bottles
- CC 117 Walnut Brown: 10, 2 oz. bottles
- CC 101 Arctic White: 5, 2 oz. bottles



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### Envision™ Opaque Glazes:

- IN 1001 Clear Glaze: 1 pt.

### Brushes/Tools:

- BR 582 No. 5/0 Detail
- BR 529 No. 4 Sabeline Round
- TL 415 Sponge

### Miscellaneous Materials:

- 30 pounds of White bodied clay (approximately 1 lbs. for each student)
- Rolling pin(s) for rolling slabs
- Two boards of equal thickness to use as shims for slab rolling
- Old tooth brushes for spackling
- Newspaper

### Step-by-Step:

1. Using your sketches begin building your sculpture. Remember that solid forms tend to blow up during the firing process so construct hollow bodies or plan to hollow them out after they have dried a little.
2. Construction might take two or three days, don't rush it or your sculpture might collapse.
3. Animals tend to have long and often times spindly legs. Clay can be delicate so exaggerate the thickness of legs, arms, necks, and ears so they don't break off when you move them.
4. Set aside under moist newspaper to dry for 2 to 3 days.
5. When the piece is completely dry, carefully paint your animal using Cover-Coat™ Underglazes, bisque fire to Cone 04.
6. After fired, paint your design with Envision™ IN 1001 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 assess 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:

- **Language Arts:** Clearly write about the human behavior your animal is exhibiting.
- **Social studies:** Review political satire, comics and discuss what is being conveyed.
- **Science:** Study animal behavior and why humans give animals human characteristics.

### References:

theKidspage.com: <http://www.thekidspage.com/freekidsclipart/characters/index.htm>  
Incredible Art Department <http://www.princetonol.com/groups/iad/lessons/middle/animals.htm>  
Native American Indian Lore: <http://www.ilhawaii.net/~stony/loreindx.html>  
Art Cyclopedia: <http://www.artcyclopedia.com/subjects/Animals.html>  
Wegman World: <http://www.wegmanworld.com/index.html>



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### **Health & Safety:**

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