# Pinch Pot Shaker

## Art Curriculum Matrix: Grades K-12

<table>
<thead>
<tr>
<th>Project</th>
<th>Pinch Pot Shaker</th>
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</thead>
<tbody>
<tr>
<td>Teaching Artist</td>
<td>Lucy Yogerst</td>
</tr>
<tr>
<td><strong>Descriptive Overview</strong></td>
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<tr>
<td>Pottery making using variety of hand building skills. Overall, participants acquire and practice a variety of skills required for making objects from clay.</td>
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<tr>
<td>• Forming objects using following techniques.</td>
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<tr>
<td>o Pinching forms from balls of clay.</td>
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<tr>
<td>o Forming coils and assembling.</td>
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<tr>
<td>• Shaping and finishing.</td>
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<tr>
<td>• Decorate – texturing with a variety of tools.</td>
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<td>• Apply engobes (colored slips).</td>
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<td>• Making pottery objects requires new skills, understanding new materials and tools. Also requires accepting delays of as much as 2 weeks while objects are bisque-fired, and then glaze-fired.</td>
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## Arts Learning Community

Grades K-12; interested clay enthusiasts

## Time Required for Lessons

45 minutes over 2 sessions or 1 – 1.5 hours depending upon size of class

## Learning Goals for Arts Learners

- Learning and practicing an array of hand-building pottery-making skills.
- Enhanced self-esteem - Finished pieces provide visible reminders of their creativity and independence.
- Improve dexterity and coordination.
- Improved imagination / observation skills.
- Students can combine techniques to express their ideas in clay as they develop skills throughout classes.

## Resources & Equipment Required

- Clay
- Clay tools including cutting wire
- Sharpened pencils
- Newspaper or tissue paper
- Plastic forks
- Brushes and small containers of water
- Needle tool for instructor
- Small paper plates

## Evaluation Methods for Assessment of Learning Goals

To be determined based on core grading requirements

## Lesson Alignment to State/National Education Standards

Create standards met:
- Explore use of materials and tools to create works of art or design.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Steps</th>
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| 1 Making a pinch pot | 1. For project, each student is given 2 pieces of clay approximately the size of a tennis ball and one smaller piece, walnut size.  
2. Demonstrate how to make a pinch pot: Concentrate on keeping the rims rather thick and trying to make the walls as uniform as possible. Both balls of clay should be approximately the same size. As long as the rims line up/match, all should go well. When the pinch pots are complete, let them rest upside down.  
3.                                                                 |
| 2 Making the rattle | 1. Break walnut-sized clay into small bits and round them into “peas.”  
2. Each student places peas into tissue paper and gently wraps them into a small bundle.                                                                                                          |
| 3 Scoring and slipping | 1. Holding plastic fork upside down, GENEROUSLY score the chubby rims of both pots.  
2. Using a brush, apply water SPARINGLY to ONLY ONE SURFACE. Place pea bundle into that pot and align the other pot to attach. Smooth seam/join so that it no longer shows, thus melding the 2 pieces, make your project strong. |
| 4 Finish the piece | 1. As your project dictates, additional clay may be needed for embellishing. Attach as described above.  
2. Use pencils to sign your work as legibly as possible. Decorate surface as desired. BOTTOM WILL NOT BE GLAZED.  
3. BEFORE FIRING, be sure a couple of holes have been pierced into the form for successful result. No Kaboom. |