

## Fruit bowl Pinch Pot

**Date:** April 8-12 & 15-19

**Big Concepts:** What is Art?

**Teks:** Art Grade 1:

**Perception:** 1.1A Identify similarities, differences, and variations among subjects, using the senses. 1.1B Identify color, texture, form, and emphasis in nature and in the human-made environment

**Creative Expression/Performance:** 1.2A Invent images that combine a variety of colors, forms and lines. 1.2B Place forms in orderly arrangement to create designs. 1.2C Increase manipulative skills, using a variety of materials to produce drawings, paintings, prints and constructions.

**Historical/Cultural Heritage:** 1.3A Identify simple ideas expressed in artworks through different media. 1.3B Select artworks that show families and groups. 1.3C Identify the use of art in everyday life.

**Response/Evaluation:** 1.4A Express ideas about personal artworks. 1.4B Identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.

**Materials:** Clay, Glaze paint

### **Content Objective:**

- Students will learn about sculpture.
- Students will learn about how art can be functional.
- Students will learn how to create designs in clay and write their name.
- Students will learn about texture.

### **Vocabulary Objective:**

- Students will learn how to make a pinch pot.

### **Project Objective:**

Students will be able to create a pinch pot that will be functional for them to plant a flower in their pot in the shape of a fruit.

### **Activities:**

#### **Introduction**



Read The Pot that Juan Built by Nancy Andrews-Goebel. A cumulative rhyme summarizes the life's work of renowned Mexican potter, **Juan** Quezada and describes the process he uses to create his pots after the style of the Casas Grandes people. Discuss functional art and how it can be used in everyday life. Talk about flower pots and how they are going to make them.

#### **Project:**

- **First day:** Students create a pinch pot fruit bowl in a design of their favorite fruit. Students then carve their name on the bottom of the pot.
- **Second day:** Students paint their fruit bowls pots using more than one color and adding patterns and designs that represent their fruit. Students make sure that their name is easily seen and easy to read.

**Checks For Understanding:**

Students show their sculpture and tell what designs they made to show their fruit theme.