SHOW OFF YOUR CURVES

DRAWING AND DESIGNING THREE-DIMENSIONAL OBJECTS
ART, HISTORY AND MATH
GRADE: 2ND

BASED ON

Maria Longworth Nichols Storer
d. 1939),
(b. 1849, d. 1932), American
Aladdin Vase, 1882
Earthenware, limoges glaze line
Gift of the Rookwood Pottery Company,
2002.4

Mary Louise McLaughlin (b.1847,

American
Ali Baba Vase, 1881
Earthenware
Gift of Women's Art Museum Association,
1881.239

OBJECTIVES

- Students will view and discuss a variety of vessels from antiquity through the 19th century. They will identify the materials used, decorative subjects and motifs.
- Students will be introduced to the history and significance of Rookwood Pottery. They will compare and contrast McLaughlin's *Ali Baba Vase* to Storer's *Aladdin Vase*.
- Students will describe the lines and forms that comprise round three-dimensional forms and vessels.
- Students will draw and design rounded vessels and decorate them with patterns and motifs.
- Students will select a vessel design to sculpt and paint.

CONCEPT

This lesson introduces and connects students to local history. It also enhances spatial and visual knowledge. Students have the opportunity to learn from people who came before them, design, problem-solve and make something that is functional as well as visually interesting.

MATERIALS

- Visuals of vessels and vases
- Actual vases and round containers
- Drawing paper
- Drawing tools such as pencils, colored pencils, markers, etc.
- Clay (natural or artificial such as Crayola Model Magic)
- Paint (optional)

VOCABULARY

Vessel- a container.
Functional- something that has a practical purpose, designed to be used.
Aesthetic- the design of something in which the appearance, symbolism and decoration are thoughtfully planned and executed.
Design- plan or sketch, arrangement of the elements of art.
Motif- a decorative pattern or design.
Overlap- partly covering another object.
Realistic- art that represents real life.
Abstract- art that does not represent real life.
Non-objective- art that only depicts lines, shapes, color and pattern (no recognizable objects are seen).
Three-dimensional- having length, width and depth (example: round vase).
Two-dimensional- having length and width (example: flat sheet).
Sculpture- three-dimensional artwork.
Kiln- a furnace or oven for firing pottery.
Glaze- mixture of powdered materials that when applied to pottery and fired in a kiln, fuses to the pottery.

PROCEDURE

1. Explain to students that a vessel is a container and that just about anything may be used to make a vessel. Show students how they can cup their hands as vessels. Using everyday objects such as cleaning wipe containers (cylinders) and vases, ask students to describe the lines and shapes that make up the three-dimensional objects.
2. Next use Google images, Google Arts & Culture and the Cincinnati Art Museum's website to introduce students to Maria Longworth Nichols Storer and Mary Louise McLaughlin. Students compare and contrast Storer's *Aladdin Vase* to McLaughlin's *Ali Baba Vase*. Ask students to guess, which vase holds more volume? Discuss the symbolism of the dragon, Asian mythology and the *Ali Baba's* floral motif. Introduce students to the history of Rookwood and the science and production of ceramic objects.
3. Consider showing students images of vessels from antiquity through the 19th century. As students view the various vessels, ask them to identify the lines and shapes they see on the vessels and remind students that they are looking at photos of rounded objects. Ask students to guess what materials were used to make the objects. Encourage them to describe the patterns, subject matter and motifs used to decorate the vessels. Discuss with students how people have always needed, made and decorated vessels. This lesson is an interesting and easy way to introduce young students to art history and ceramics.
4. Draw or show an example of a flat vase shape next to one that looks rounded. Ask students to identify the differences and to indicate which two-dimensional drawing looks more like a three-dimensional vase. Demonstrate how to use curved lines and shapes on the vase shape. Show students how to draw objects winding around the vase such as a serpent.
5. Students now begin drawing their own vase designs. They illustrate vases and vessels of different sizes, rounded shapes, symmetrical and asymmetrical designs. Encourage them

to decorate their vessels with a variety of patterns and motifs that interest them. Challenge students to illustrate overlapping vessels that appear to be setting on a table.

6. Once students have completed their pencil drawings, they outline them with marker. Color may be added with colored pencils, crayons and markers.
7. Once their drawings are complete, every student may sculpt one vase or vessel based on one of his or her designs. If using Crayola Model Magic or a similar clay, every student rolls a ball of clay and smashes it into a circular base. Then he or she rolls coils of clay to build his or her vessel. Additions of clay handles and other details are added. Students are encouraged to experiment in order to create their own designs. Once the clay sculptures are dry, students paint them using watercolor or tempera and details may be added using marker.

MODIFICATION:

For students who find it difficult to free draw symmetrical shapes, show them how to fold a piece of paper in half, draw half of a vessel and cut out the design while the paper is folded to reveal both halves of a symmetrical vase shape. Trace around the design.

ASSESSMENT

Students earn points for following directions and demonstrating objectives. They also earn credit for neatness, effort and interesting application. For older students, consider using a rubric. Second grade students are still developing and should be assessed according to their individual progress.

NATIONAL STANDARDS

Visual Arts
Creating- Second Grade
Brainstorm collaboratively multiple approaches to an art or design problem.
Make art or design with various materials and tools to explore personal interests, questions and curiosity.
Responding
Anchor Standard 7: Perceive and analyze artistic work
Connecting- Second Grade
Compare and contrast cultural uses of artwork from different times and places.

Ohio Mathematic Standards
Grade 2
(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe and reason about decomposing and combining shapes to make other shapes. Through building, drawing and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity and symmetry in later grades.

CURRICULUM CONNECTIONS

As previously stated, students estimate volume while comparing the *Aladdin Vase* and *Ali Baba Vase*. While viewing and creating vessels and vases, students identify and design objects that have symmetry and asymmetry. They also are introduced to the scientific process of kiln firing and the history of ancient artifacts as well as contemporary objects.

RESOURCES

Google Arts & Culture: Vessels (All objects are in the CAM collection)
https://artsandculture.google.com/usergallery/MgLi4bsECTaflw

The Rookwood Pottery Company
https://rookwood.com/

The Cincinnati Art Museum
https://www.cincinnatiartmuseum.org/

Cincinnati Channel Five Video About Rookwood Pottery Company
https://www.youtube.com/watch?v=EQxqFEcim-M

365 Things To Do In Cincinnati Article with photos inside Rookwood
https://365cincinnati.com/things-to-do-cincinnati/365cincinnati-tours-the-rookwood-pottery

Art Teacher Pinterest Board: Clay Coil Sculptures
https://www.pinterest.com/amascolino/clay-coil-sculptures/

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EXAMPLES OF STUDENT WORK