

#### **Small Schools Program**

As an extension of Flying Arts' Connecting Arts with School Curriculum (CASC) program, the Small Schools Program (SSP) is for schools with 50 or less students in regional and remote Queensland. This unique program offers the support of a registered primary teacher/artist to collaborate with small schools to plan and deliver an incursion combining arts and non-art curriculum. Ongoing support is a unique feature of this specialised program.

This program is intended to develop confidence in the planning and delivery of arts-rich experiences in the classroom, better understanding of how to deliver on arts curriculum, how to connect arts into other areas of curriculum to enhance teaching and learning, to enhance practical skills in the visual and media arts and to collaborate with artist to deliver arts.

This template and materials are intended as a resource and source of ideas for educators to use as a model.

SCHOOL:	Kulpi State School
TEACHER:	Rosita Lever
LOCATION:	Kulpi, Darling Downs
YEAR LEVEL:	P- 6
LESSON LINKS:	Visual Arts / Science / Design and Technology
ARTIST:	Dianne Peach

### **INTRODUCTION:**

Our school is the hub of the community, providing opportunities which broaden the student's life experiences. Along with areas we already include such as cultural and sporting events, we continually look to bring the outside world into our small community. Through a ceramic workshop, spanning over three weeks, students and a representative from their family will make and fire a variety of clay objects which will then be showcased in an exhibition to be enjoyed by the wider community. This project will allow parents and family members to experience an activity which is not otherwise available locally and will become a lifetime memory. Alongside their family member, students will create five items from clay, which are decorated, glazed and fired.

Students in our regional context have had very limited opportunities to work with clay, and no experience with taking the pottery to a finished product (glazing and firing). With several very creative students, it will be a wonderful way to extend their talents. Some students will also benefit from the therapeutic value of the tactile experience offered when working with clay. Students will also learn about the pleasure found in seeing a project through from design to final product, with a family member alongside. The project will culminate with a gallery opening and exhibition at Rosalie Gallery in



Goombungee, which will be open to the project artist, the student and their families, and the wider Kulpi School community. It is hoped that this event will be promoted to the media.

This project will enhance the student's art experiences and dovetail into science concepts and design and technology units. The project will also meet the curriculum requirement for Year Three to Six students to organise and mount a gallery exhibition as part of their Visual Arts Unit 'Patterns in the Playground.'

## **LESSON IDEA:**

Students will team with their parents or family members (grandparents, aunts, uncles etc.) to design, model, and glaze and fire a series of items, under the guidance and tutelage of an experienced potter. The groups will produce at least one ceramic item which will be used in their household (platters, bowls, tiles, vases etc), after being displayed at the Rosalie Gallery in Goombungee. Students will be shown the 3 basic methods of hand-building, pinch, coil, and slab, and make a variety of wares to be fired in 3 different types of kilns. They will experience making, decorating, glazing and firing in sawdust, wood, and gas. This will allow students to see the complete process of producing a finished pottery item.

### **AUSTRALIAN CURRICULUM LINKS:**

#### Visual Art

F – Yr 2 Describe and experiment with visual conventions (sculpture) to create artworks
 Display artworks and share ideas about choices made for visual language, techniques and processes in their artworks

**Yr 3 – 4** Experiment with visual conventions in research and development of individual artworks following shared conditions

Collaborate and plan the presentation of individual sculptures

Compare the unique qualities of three-dimensional artworks with two-dimensional artworks and use art terminology to communicate meaning.

Represent ideas through the display of artwork and reflect on meaning through participation in art conversations

Collaborate, plan and create a collection/ exhibition of ceramic artworks

**Yr 5 – 6** Experiment with and use visual conventions and practices (ceramic sculpture) in development of individual artworks

Apply the design process in research and development of a product to meet the needs of the school environment, clients and/or culture using appropriate visual conventions (model making, drawing) to demonstrate vision as a designer

Plan the presentation of design process and product with explanation of need and solution to enhance meaning for a (gallery) audience

#### **Science**

**F** Examine familiar objects using their senses and understand that objects are made of materials (clay) that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made and how to pose science questions.

**Yr 1** Explore how everyday materials (clay) can be physically changed in a variety of ways according to its properties. They describe the actions used to physically change materials to make objects for



different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives.

**Yr 2** Understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life

**Yr 3** Investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer

**Yr 4** Investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes

**Yr 5** Broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways (in a kiln).

**Yr 6** Investigate changes that can be made to materials and how these changes are classified as reversible or irreversible

#### **Design and Technology**

**F-2** Should have opportunities to experience designing and producing products explore and investigate technologies – materials, systems, components, tools and equipment – including their purpose and how they meet personal and social needs within local settings

They plan (with teacher support) simple steps and follow directions to complete their own or group design ideas or projects, and manage their own role within team projects. Students are aware of others around them and the need to work safely and collaboratively when making designed solutions

**Yr 3 – 4** Explore and learn to harness their creative, innovative and imaginative ideas and approaches to achieve designed products. They do this through planning and awareness of the characteristics and properties of materials and the use of tools and equipment. They learn to reflect on their actions to refine their working and develop their decision-making skills

**Yr 5** – **6** Should have opportunities to experience designing and producing products, services and environments.

Work individually and collaboratively to identify and sequence steps needed for a design task. They negotiate and develop plans to complete design tasks, and follow plans to complete design tasks safely, making adjustments to plans when necessary. Students identify, plan and maintain safety standards and practices when making designed solutions.

## **APPROACH AND SEQUENCE OF LESSON:**

#### Week 1 (3 days total) – FINDING MATERIALS AND LEARNING SKILLS

Students will explore processes of abstraction and manipulation from realistic sources to develop individual expression through pattern, texture and shape in their environment (school playground).

8:30 am – 10:30 pm Morning Session:



- Introduction
- Students to gather or use natural and man-made materials to produce patterns on clay

11:00 am – 12:30 pm Middle Session:

- Make a Shrinkage Ruler to understand how to calculate % shrinkage and how to make objects a desired size
- Make a plaster impression of a clay texture to make a decorating tool

1:00 pm – 2:30 pm Afternoon Session:

- Prepare clay slabs to make a plate, a jar (utensil for candle) and a vase
- Use pinching technique to construct small vessels to burnish later on the week

#### Week 2 - DECORATING AND FIRING

- 8:30 am 10:30 pm Morning Session:
- 11:00 am 12:30 pm Middle Session:
- 1:00 pm 2:30 pm Afternoon Session:

Students will:-

- decorate with basic oxides (iron, cobalt & copper) and glaze items in a clear and/or white glaze with simple ingredients prepared on site;
- build simple wood kiln, pack and fire;
- build sawdust kilns, pack and fire Monday afternoon, unpack Tuesday morning;
- participate in firing a small mobile gas kiln provided by facilitator.

#### Week 3 - EXHIBITION OPENING

3:30 – 4:30 Attend exhibition opening for a gallery experience

## **RESOURCE REQUIREMENTS:**

#### **Provided by School**

Materials:

- Clay Feeneys White Raku (8 blocks) and Walkers PB103 (1 block)
- Oxides Iron, Cobalt, and Copper
- Glaze ingredients Gerstley Borate, Nepheline Syenite and Zirconium silicate
- Potters Plaster

Tools:

- Rolling pins
- Brushes
- clay tools
- sponges
- jugs



- selection of water containers
- washing-up bowl
- Buckets
- newspaper (lots of)

Firing:

- Bricks for kilns
- gas cylinders
- bins of wood

### Provided by Facilitator

- Slab Roller
- Sawdust
- Kiln shelves
- Insulating Refractory bricks
- Gas kiln & associated Raku firing kit
- Fire bars, and other special tools

## **ADDITIONAL RESOURCES:**

- About artist Dianne Peach: <u>http://www.diannepeach.com/</u>
- Basic ceramic techniques: <u>https://www.artsy.net/article/artsy-editorial-5-ceramic-techniques-you-need-to-know</u>
- Hand pottery techniques: <u>https://www.thesprucecrafts.com/basic-hand-building-techniques-</u>
  <u>2745928</u>
- Simple clay projects: <u>https://www.hellowonderful.co/post/16-cute-and-clever-clay-projects-for-kids/</u>
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# **OUTCOMES:**

- Students will demonstrate their understanding of what clay is, what 'ceramic' means, and how easy it is to turn 'clay' into 'ceramic'.
- Students will understand what constitutes colourants and glazes, and the processes that occur to materials in the kiln.
- Students develop an understanding of the construction of an exhibit, and enjoy the excitement of showing their work in an authentic public space.
- Students and their family experience the delight and satisfaction associated with using something they have made.



## **PHOTOGRAPHS:**







**Top Left**: Student Luke Hartley with his ceramic. **Image credit:** Kulpi State School

**Top Right**: Student Jack James and his family member Rob James. **Image credit:** Kulpi State School

**Bottom left:** Kelly Keable and Alyssa Keable. **Image credit:** Kulpi State School

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**Top Left**: Students Jack James, William Oliver and Scott Tonschek. **Image credit:** Kulpi State School

Top Right: Artist Dianne Peach instructing students. Image credit: Kulpi State School

Bottom left: Danika Murphy. Image credit: Kulpi State School



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Top: Bisque fired work ready to glaze. Image credit: Kulpi State School

**Left: Artist** Dianne Peach using the woodfired kiln, built with participants. Students collected all of the wood for the kiln from the school grounds. **Image credit:** Kulpi State School

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**Top**: Ceramic items fired in a sawdust kiln, built by Dianne and the participants. **Image credit**: Dianne Peach



Bottom: Glazed ceramic bowls created by participants. Image credit: Dianne Peach

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Images: Final artworks. Image credit: Dianne Peach



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