

FASHIONABLE VESSELS

CERAMICS INSPIRED BY APPAREL AND ACCESSORY CHARACTERISTICS
ART AND LANGUAGE ARTS

GRADES: 9-12 (could be adapted for 6-8)

BASED ON



Hattori Makiko, b. 1984, Japan
Warm Living Thing (Atatakana Ikimono), 2015
Porcelain
Promised gift of Carol & Jeffrey Horvitz, L1.2016:1

OBJECTIVES

- Students will investigate apparel and accessory characteristics.
- Students will explore clay in the creation, staining, and glazing of a 'fashionable vessel.'
- Students will reflect and critique their final project.

CONCEPT

The students have had experiences in the many forms of hand-building. This project allows them to choose their building technique, and use more detailed modeling in their imitation of apparel and accessory characteristics. Students research apparel and use their findings as inspiration. Students will experiment with creating these identifiable fashion features. The introduction of staining will highlight their clay creation. The students self-evaluate and reflect on the idea, construction and glazing processes. The students will reflect on their own vessel, as well as *Warm Living Thing*, with its' delicate ribbon-like attachments, all over coverage, and attention to detail.

MATERIALS

- Images of *Warm Living Thing* and other contemporary, dimensional 'fashion inspired' pieces
- Visual presentation of ideas and artworks (including work by Marilyn Levine, Marianne Van Ooij, Laurie Pollpeter, Paul Dresang, and Hattori Makiko)
- Low-fire white clay (approximately $\frac{3}{4}$ lb per student)
- Clay boards with canvas covering (1 per student)
- Teacher and student made examples
- Pencils/paper
- Needle tools, rolling pins, sponges, slip, Q-tips
- A variety of texture materials including lace, stamps, buttons, etc.
- Brushes, black iron oxide stain, and clear glaze

- Vinyl gloves (one pair per student)
- Water/containers, paper towels, water-filled spray bottles
- Plastic bags and plastic lettuce containers (for storing in-process pinch forms)
- Reflection and self-evaluation

VOCABULARY

Additive- a substance added to something in small quantities, typically to improve or preserve it.

Subtractive- taking away material to create a finished work.

Critique- to view or examine something critically.

Iron oxide stain- a type of ceramic colorant oxide suspended in water, designed to stain the clay.

Written reflection- serious thought or consideration, committed to writing.

PROCEDURE

1. Students are introduced to the concept of fashion characteristics, viewing a series of images with the characteristics of apparel and accessories, including:
 - The texture of the fabric (lace, burlap, denim, fleece...)
 - Add-ons (pockets, patches, loops...)
 - Closures (zippers, buttons, rivets)
 - Straps, buckles, laces, stitching
2. The students are introduced to artists that create fashion-inspired ceramics, including *Warm Living Thing*. They review the criteria and brainstorm ideas for their own clay vessel with two or more fashion characteristics.
3. Students sketch out an idea for their 'fashionable vessels.'
4. Students explore, construct, and model the vessel with fashion characteristics, adding and subtracting clay, impressing texture, adding details, as needed. The goal is to create a unique vessel inspired by fashion, that is interesting to view.
5. Students confirm that all attachments are scored and slipped. The areas are cleaned up (with sponges and Q-tips) and their name is included on the bottom.
6. Drying time takes about 4 days before bisque-firing. Once bisque fired, a demonstration on staining with black iron oxide occurs. The students set up stations at the sinks to apply the stain with sponges and brushes. After application, the students immediately wipe much of the stain away (with a wet sponge, continually rinsed out), leaving it in the cracks and crevices. The goal is to enhance the overall appeal of their fashionable vessel.
7. Once glaze-fired, a group critique occurs. Additionally, students write a reflection about their fashionable vessel. They complete a self-evaluation, recalling challenges and successes, as well as the staining technique.

ASSESSMENT

Final Project:

1.Goals of the 'fashionable vessel':

- Inspired by apparel or accessories
- Vessel (hollow container, must be able to hold something)
- At least TWO characteristics of apparel within the construction of the vessel
- Four working days for construction (size accordingly)
- Can be a vase, etc. or can be a recognizable satchel/backpack/purse
- Name and bell # on the bottom of the vessel

Detailed sketch first, with identifiable fashion characteristics.

CLASS EXPERIENCE

2. Craftsmanship & Effort: Attention to detail in all the components of the vessel, in the texture and in the attachments. Thoughtful application of each detail, with sturdy construction with pieces that are securely attached, clay carefully cleaned up, thought was given to all areas of the fashionable vessel, skill is demonstrated in the staining and glazing, enhancing the textural details. Time and effort is apparent in the final project.

3. Creativity/Visual Impact/Originality: The student demonstrated creative thinking throughout the design and projection process. The fashionable vessel is unique in its attachments, textures, shape and inspiration. High visual appeal.

NATIONAL STANDARDS

Visual Arts

Creating-

Standard 1: Generate and conceptualize artistic ideas and work

Standard 2: Organize and develop artistic ideas and work.

Presenting-

Standard 4: Select, analyze, and interpret artistic work for presentation.

English Language Arts

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements to appropriately communicate with different audiences for a variety of purposes.

RESOURCES

Marilyn Levine- www.marilynlevine.com

Laurie Pollpeter- <http://www.lpeclay.com/>

Hattori Makiko- <https://www.makikohattori.com>

Cincinnati Art Museum- www.cincinnatiartmuseum.org

Pinterest- www.pinterest.com



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EXAMPLES OF STUDENT WORK

