

**WEEK 3 Day 2**

**Art Studio: Clay 3: Air-Dry Sculptures**

Children create clay sculptures and allow their sculptures to air-dry. They paint their sculptures.

<b>Big Ideas</b>	Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.
<b>Guiding Questions</b>	What processes help people construct structures, ideas, and works of art? How do people use different tools and materials for different purposes?
<b>Vocabulary</b>	<p><b>sculpture:</b> a three-dimensional work of art</p> <p><b>adhere:</b> to stick together</p> <p><b>attach:</b> to stick together</p> <p><b>score:</b> to make little scratches in the clay to stick clay together</p> <p><b>slip:</b> (v) to wet the clay with a glue-like liquid (n) a mixture of clay and water to be used like glue</p> <p><b>moist:</b> a little bit wet or damp</p> <p><b>tools:</b> an object used to accomplish something</p>
<b>Materials and Preparation</b>	<p>Assess the Art Studio table and refresh materials from the previous weeks, if necessary. Make additional small rolls of clay in damp paper towels, bases for the clay, and slip. Renew the art table cover.</p> <p>Add new tools for this week:</p> <ul style="list-style-type: none"> <li>● a small container of Beautiful Stuff (e.g., sticks, leaves, rocks, caps, buttons, etc.)</li> <li>● 2-3 markers</li> <li>● tempera paint</li> <li>● thin paint brushes</li> <li>● polyurethane (optional, only to be used by adults in a well ventilated area after school)</li> </ul> <p>Designate an area in the classroom for allowing clay sculptures to dry. The</p>

	<p>clay requires about 48 hours to dry.</p> <p>Prepare the following at the whole group meeting area for the Intro to Centers: a few pieces of Beautiful Stuff, 1 base, masking tape, marker, 1 paintbrush</p> <p>Additional suggestions for caring for the clay:</p> <ul style="list-style-type: none"> <li>• Air-dry clay takes about 48 hours to dry (possibly longer for very thick pieces). The clay may be painted at any time, even when wet.</li> <li>• Painting the clay with tempera paint and then spraying with polyurethane results in a polished look that resembles a fired clay piece. It will also protect the clay and help sculptures last longer. Spraying with polyurethane is optional. If spraying, wait until the sculptures are completely dry. Polyurethane is an adult product and should only be sprayed in a well-ventilated area outside of school hours, after the children have left.</li> <li>• If a dried sculpture breaks, liquid glue can be used to repair it.</li> </ul>
<p><b>Intro to Centers</b></p>	<p><i>We've been working with clay for a couple of weeks now. Share observations and learnings from the previous week.</i></p> <p><i>I've added a basket of our Beautiful Stuff to the Art Table. As you build sculptures this week, you might consider adding some Beautiful Stuff.</i></p> <p>Hold up and show a few different pieces of Beautiful Stuff.</p> <p><i>Now that you know a lot about using clay, you might want to create and save a sculpture. This clay is called air drying clay, which means that it will harden if it stays out in the air.</i></p> <p><i>If you have an idea for a sculpture, first think and make a plan about what you would like to construct. Next, use the clay and tools to create your sculpture. You can work on your own or as a team.</i></p> <p><i>When you feel satisfied that sculpture is finished, write your name on the cardboard base, and carefully carry your sculpture to our drying area. Later, on a different day, you might choose to paint your sculpture using the tempera paints.</i></p> <p>Model these steps.</p>
<p><b>During Centers</b></p>	<p>Children build sculptures with the clay and add Beautiful Stuff. Children label their bases and allow the sculptures to dry. Children revisit their sculptures and paint them.</p> <p>Take note of children's discoveries, successes, and challenges. As children</p>

	are encountering dilemmas with the clay, encourage small groups of children to analyze the problems and propose solutions. For example, a sculpture falling apart as it dries is a chance to discuss why this happened and what might be done to prevent this in the future.
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What do you notice about the dry clay?</li> <li>● How might we fix that? What do you think, _____ (invite another child into the conversation who is present)?</li> <li>● What are you constructing?</li> <li>● What is your inspiration?</li> <li>● What additional materials might you need?</li> <li>● Will you work by yourself, or with a friend?</li> <li>● Remember when you constructed a _____ using blocks? I wonder what would happen if you constructed that using clay?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SEL. Relationships.</b> Teamwork (Boston)</p>