

# Ceramic Quilt Mural

Clay  
High School

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10 1-hour classes

## Learning Statement:

Students will combine two different forms of art, quilting and ceramics, and create a mural. The students will work collaboratively in creating this piece for their school. They will also incorporate historic culture within ceramic artworks.

## State Benchmarks and Standards:

- **ART.I.VA.HS.1:** Apply materials, techniques and processes with sufficient skill, confidence and sensitivity that personal intentions are carried out in the artwork.
- **ART.II.VA.HS.3:** Describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.
- **ART.V.VA.HS.3:** Compare the materials, technologies, techniques, and processes of the visual arts with those of other arts disciplines as they are used in creating and types of analysis.

## Context-Background Information:

Slab: Pressed or rolled flat sections of clay used in hand building.

Texture: The physical characteristic of a surface. How it looks/feels.

Additive: Attaching clay to the surface of the slab.

Appliqué: A decorative element attached to a surface, in quilting.

Subtractive: Taking away /carving into the surface of the clay.

Quilt: Can be used for many things; decoration, a blanket, art, etc. A typical quilt has three layers: the quilt top, batting, and backing material; these three are quilt stitched together.

Block: A segment / portion of a quilt, typically square.

[www.quiltindex.org](http://www.quiltindex.org)

Mural: A large wall artwork.

## Materials: (for 25 students)

- Computers
- Kiln
- Kiln shelves, posts, and gloves
- Sketchbook paper
- PowerPoint on Quilts
- Pencils



- White clay
- Various glaze colors
- Paintbrushes
- Slip
- Wedging boards
- Rolling pins
- Rulers
- Various clay tools (loops, wooden tools, scrapers, sponges, etc.)
- Spray bottles
- Paper towels
- Plastic bags
- Framing material, grout, backing (teacher purchase)

### **Process:**

#### Class 1

- The teacher will introduce project by showing the PowerPoint on quilts and murals. Students will be constructing a Historic Ceramic Quilt Mural. Each tile will be a 'block.'
- As a class brainstorm different historical moments and cultures, listing these on the whiteboard. Examples: Vietnam War, Columbus' Discovery of America, the First Man on the Moon, September 11, Pearl Harbor, Civil Rights (Martin Luther King, Jr.), etc.
- Each student will pick what they want to research. In class they will need to write no more than a one page paper on what they choose and why; name any interesting facts, what was the importance? And they may print out photos for ideas to build upon. If the students do not finish this assignment in class, it is to be HOMEWORK.
- Students need to have three detailed, thought-out sketches for their idea; this will be done as homework and due the next day.

#### Class 2

Before class: Teacher will roll a slab of clay and set out various ceramic tools.

- Teacher will give a quick demo on building a tile piece. Use additive and subtractive techniques. Remind the students about using slip and scoring their clay so it stays together!
- Students will need to construct and measure out an 8" x 8" square slab 'block.' This will need to dry to leather hard; students will need to spray paper towel with water and lay it on their slab and put this in a plastic bag for the following day.
- Students can continue with their design construction; they will just have to wait before they can add to their tile.
- Clean-up: Students will clean their areas and tools they worked with. They must wipe down their tables, sinks, and countertops. \*Make sure students wrap their projects with damp paper towels and place in plastic bags so their work doesn't dry out.

#### Class 3-7

- Students will continue working on their projects; they should be using additive and subtractive techniques.
- The teacher will make sure students are on task.

- When students finish their piece they will leave it out to dry. Those students who finish early will continue on their previous projects.
- Clean-up: Students will clean their areas and tools they worked with. They must wipe down their tables, sinks, and countertops. \*Make sure students wrap their projects with damp paper towels and place in plastic bags so their work doesn't dry out.
- \*\*When students finish, they must leave their piece out to dry.

After class the teacher will bisque fire the students work in the kiln.

#### Class 8

- The teacher will give a glazing demo. Three coats and each coat alternate brushstrokes. Remind students that glaze is not like paint, they cannot mix glaze to get another color, glazes are chemicals, and we do not know what will happen! And a blue glaze might actually look pinkish before it is fired.
- Students will glaze their pieces, three coats. They will leave their pieces to dry for the firing.

After class the teacher will fire the students work in the kiln.

#### Class 9-10

Before class: The teacher will purchase and construct a frame for the mural.

- Students will have to work together in the display of their mural. The placement of each 'block' will be up to them. They will also get to decide on how the frame should look; painted, stained, natural, etc.
- With the teachers help, students will grout the backing and place tiles in place. Let grout dry and wipe off excess amount from tiles with a damp cloth.
- Work on frame if need and add frame to mural.

After class the teacher will hang mural in school hallway.

#### **Evaluation:**

- Did the students work collaboratively and stay on task?
- Did the students display their historical moment in a creative way?
- Were the students putting forth effort researching and building with clay?

#### **Rubric:**

10 points = *Idea and Design*: How creative was the student and did the student fulfill the project requirements?

10 points = *Participation*: How productive was the student in class? How much effort was put forth towards the project? Did the student clean their workspace?

10 points = *Craftsmanship and Quality*: How well did they construct their tile?

10 points = *Finished artwork (glazing)*: Did the student use proper glazing techniques, are coats too hick/thin?

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40 points total