

Lesson Plan Title: Slab Built Mugs
Length: 5 Classes
Grade: High school (Pottery One)

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

- Do you know how to slip and score?
- Do you know how to compress a slab?
- Do you know how to create and use a template?
- Do you know how to make a bevel cut?
- Do you know what a lap seam is?
- Do you know how to effectively judge the dryness of the clay?
- Do you know how to make a handle?

This will be assessed by asking students to fill out a pre assessment page with these questions on them, prior to the beginning of the unit.

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

You are a famous potter, designing a pair of mugs that are connected by their design and the recipient/ purpose of the mugs.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Color
Shape
Design
Technique

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Artists draw inspiration from memories, people, events and places by letting them influence the colors, shapes and patterns used in their artwork.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

Provided ideation packets, students will be able to **list** their memories relating to a memory, a person, events and a place effectively linking their own personal experiences to ideas of imagery they can create. (Remembering, standard 3, standard 3 GLE 1, transfer/reflection, Literacy)

Answering ideation questions, students will be able to **sketch** ideas about what to create for their mugs by effectively incorporating inspiration from memories, people, events or a place. (Evaluating, standard 1, Standard 1 gle 3, Comprehend/Reflect/Transfer, literacy)

*Upon request, students will **create** a bulb page for their project that will include all their ideation as well as their drawings. (Synthesis, standard 3, standard 3 gle 3, reflect/transfer, technology and literacy)*

*Using clay, students will be able to **create** their mugs applying personalized imagery and incorporating slab building techniques. (synthesis, standard 2, standard 2 gle 2, comprehend/create)*

*By participating in a critique, students will **evaluate** their classmates work taking into consideration the variables that influence how the work is perceived. (Evaluation, standard 2, standard 2 gle 1, Reflect/transfer, literacy)*

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	-Students can use gloves if they don't like the feeling of the clay	-students can use premade template for constructing mug
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	-Students can create a unique shape out paper for their template	-Students can create a unique shaped mug that isn't darter, cylindrical or a tripod

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

- darted mug
- tripod mug
- bevel cut
- cylindrical
- lap seam

Literacy is integrated into this lesson when the students fill out their bulb pages.

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- Paper templates
- White stone Clay
- Bevel cutter
- Slip
- Rolling pins
- Knife
- Tool kits
- Plastic bags

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

- Slab mug rubric (Found below lesson plan)*
- Slab mug handout/ideation packet (Found below lesson plan)*

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- print out ideation packets
- gather materials
- print out rubrics
- gather example mugs

-set up for demonstration

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- No clay in the sink
- When using the fettling knife cut away from your body

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate students interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

Teacher will show students physical examples of each type of mug.
“Why would an artist want to slab build instead of use the wheel?”
“By looking at these mugs can you tell how they were created?”
“What does altering the shape of the mug do to the meaning of a message you are trying to portray?”

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

Students will fill out the Slab mug ideation packet (found at bottom of lesson plan) to generate ideas for their inspiration and for their design for each.

Instruction:

Give a detailed account (in bulleted form) of what you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

<p>Day 1</p>	<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p>	<p>Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND</p>	<p>Time</p> <p>Total: 1 hr 39 min</p>
<p>Day 1</p>	<p>The teacher will instruct the students to gather at the front of the room to introduce the projects. The teacher will then hand out the ideation packets and show students the example mugs and ask, ““Why would an artist want to slab build instead of use the wheel?”</p> <p>“By looking at these mugs can you tell how they were created?”</p> <p>“What does altering the shape of the mug do to the meaning of a message you are trying to portray?”</p> <p>The teacher will then instruct students to return to their desks and to complete the ideation packets and begin to sketch ideas out for their mugs.</p> <p>The teacher will instruct students that once they complete their packet they should create a new page on their bulb blog and label it, “Slab built mugs” the students should then transfer the information they filled out in their ideation packet to their blog.</p>		<p>20 min</p> <p>60 min</p> <p>19 min</p>
<p>Day 2</p>	<p>The teacher will instruct the students to gather around the front table for a demonstration. The teacher will then demonstrate how to properly compress the slab of clay, how to use the template to cut out the slab, how to use the bevel cut and how to create each type of mug.</p>		<p>20 min</p>

Day 3	<p>The teacher will then instruct the students to begin to create their mugs, suggesting that they cut out the slab using the stencil then let the slab sit out while they roll out their second slab and cut it. Then the students can begin to build both mugs.</p>	<p>Students will explore different methods of slab building to create their mugs.</p>	70 min
	<p>The teacher will instruct students that it is time to clean up and remind them to double wrap their mugs with plastic and set them in the wet storage room.</p>		10 min
	<p>The teacher will instruct students to continue working on the construction of their mugs.</p>		40 min
	<p>The teacher will gather students at the front of the room and do a demonstration on two techniques for creating handles for their mugs. (pulling and slab)</p>		10 min
	<p>The teacher will instruct the students that they should be creating the handles for their mugs now.</p>		39 min
Day 4	<p>The teacher will instruct students that it is time to clean up and tell the students to place their finished mugs on the "To be Bisqued" shelves in the dry storage room.</p>	<p>Students will create unique handles that fit the aesthetic of their mugs.</p>	10 min
	<p>The teacher will instruct the students that today they will work on glazing both of their mugs.</p>		1 min
	<p>The teacher will tell students that this class they will be expected to complete glazing both mugs.</p>		90 min

<p>Day 5</p>	<p>The teacher will instruct students that it is time to clean up and set their mugs on the "To be glaze fired" shelf in the dry storage.</p>		<p>10 min</p>
	<p>The teacher will instruct the students: "Place your completed mugs on your table and fill out the "artist intention side" of the critique worksheet and then fold it in half and meet me at the front of the room."</p>		<p>20 min</p>
	<p>Student's will fill out artist intention side of worksheet then will circle up in front of room.</p>		<p>15 min</p>
	<p>"Now I want you to partner up and go sit by your partners project. You will fill out the viewer side of the worksheet while examining your partners artwork."</p>		<p>30 min</p>
	<p>"Now go sit beside your partner and trade worksheets, read through what you each wrote and then have a discussion about what the artists wrote and how you interpreted their artwork."</p>	<p>Students will analyze and evaluate each other's artwork by comparing and contrasting their artists statements to the viewer's interpretation.</p>	<p>10 min</p>
<p>The teacher will then introduce the next upcoming project.</p>			

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Student reflective/inquiry activity:

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

The students will participate in an activity which involves filling out an artist intent/viewer interpretation worksheet. After they finish the activity they will discuss with their partners what they thought about each other's work.



Post-Assessment (teacher-centered/objectives as questions):

Have students achieved the objectives and grade level expectations specified in your lesson plan?

Post-Assessment Instrument:

How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.

Name: _____ Class Period: _____

Project Requirements	Below Expectations	Meets Expectations	Exceeds Expectations	Student Score	Teacher Score
Quantity (10 pts)	0-4 points Student could not use slab mug, OR both mugs are unusable.	5-9 points Student constructed two mugs, but they are very different from each other and unusable because of consistency.	10-12 points Student successfully constructed two slab mugs that coordinate together either through their color or glaze. The mug function is intended.	20-25 points	
Design of form and the surface. (25pts)	0-12 points The mugs are haphazardly put together and no attention is given to the overall appearance. The glaze application is uneven, (ie: the handle may be too small or large or the mug(s) is too small or large or the mug(s) is too small or large for the mug).	13-19 points Some elements of the design execution don't reflect the idea. The mugs may function as a container, but the design is not intentional or intended purpose. The handle on ONE mug is too small or large for the mug.	20-25 points It is clear that the student intentionally planned out the intended use and function of the mugs, as well as the glaze application. The size of the mug is suitable for its purpose. (not too big or too small) The handle is proportional to the mug.	20-25 points	
Construction (20 pts)	0-8 points The seams of the mugs either separated because they weren't smoothed or the glaze was sloppy and lumpy. There is a lot of cracking that affects the water-holding liquid. If the handle came off, no attempt to clean up the surface was made.	9-17 points The seams are mostly smoothed out or the glaze is mostly smooth. The small cracks may be visible, but the cracks do not affect the functionality of the mug. The handle was made to "clean up" the area where it fell off.	18-20 points The seams have been joined together and the glaze is smooth. The handle is attached completely OR if creating a "foot" mug, the feet are level and the handle is attached to the mug safely and can support the weight of the mug.	18-20 points	
Glaze Application (20 pts)	0-8 points Less than two coats of glaze were applied. The glaze application is a very messy mess. There are a lot of empty spots, and the color of the glaze is uneven. No intentional selection of glaze is evident.	9-17 points Three coats of glaze were applied, but the glaze application is uneven. OR they may have used one glaze color and didn't use any glaze.	18-20 points Glaze was applied more than three coats. No intentional selection of glaze was evident. OR there was more than one color of glaze used and the glaze chose emphasizes the design of the vase.	18-20 points	
Studio Habits (20 pts.)	0-8 points The student started over several times due to improperly executed glaze application. Little to no effort was made to execute a successful project. There is little evidence of planning.	9-17 points If faced with a problem (either project drying out or too wet), the student did not put forth all effort for the best outcome. If they had more glaze, they would have used it in outside of class to catch up. BUT there is evidence of planning and adjusting to solve the problem.	18-20 points The student worked on solving problems as they came up in order to have a successful outcome. They made some effort in and out of class to catch up. BUT there is clear evidence of planning and adjusting to achieve a good result.	18-20 points	
Glazing sheet (5 pts.)	0 points No glazing sheet was completed for the project.	1-4 points A glazing sheet was filled out, but it did not include the type of glaze used, the method or technique, the result and whether it was successful.	5 points All parts of the glazing sheet were filled out including the type of glaze used, the method or technique, the result and whether it was successful.	5 points	

****BULB SITE IS COMPLETE? YES NO

TOTAL SCORE _____/100

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

Name: _____

Artist's Intent, Viewer's Interpretation

Artist: Write what you meant to express
through your artwork.

Name: _____

Class Period: _____

SLAB MUG PAIR Rubric

Project Requirements	Below Expectations	Meets Expectations	Exceeds Expectations	Student Score	Teacher Score
Quantity (10 pts)	0-4 points Student constructed one slab mug, OR both mugs are unusable.	5-9 points Student constructed two mugs, but they are very different from each other and do not relate. OR, one of the mugs is unusable because of cracking.	10 points Student successfully constructed two slab mugs that coordinate together either through their shape, the design on the mugs, and/or glaze used. The mugs function as intended.		
Design of form and the surface. (25pts)	0-12 points The mug(s) seem very haphazardly put together and no intent in regards to the overall aesthetic or function of the piece is evident. (ie: the handle may be too small or large or the mug(s) are awkward)	13-19 points Some planning is evident, but the execution doesn't reflect the idea. The surface design may appear to be random or not applied evenly. The mug may function as a container, but is perhaps too large or small for its intended purpose. The handle on ONE mug is too small or large for the mug.	20-25 points It is clear that the student thoughtfully planned out the intended use and function of the mugs, as well as the surface design. The handle may coordinate with the surface design. The size of the mug is suitable for its purpose. (not too big or too small) The handle is proportional to the mug.		
Construction (20 pts)	0-9 points The seams of the mugs either separated because they weren't joined well, OR the seam is very sloppy and lumpy. There is a lot of cracking that affects the watertightness of the mugs. They can't hold liquid. If the handle came off, no attempt to clean up the surface was made.	10-17 points The seams are mostly smoothed out or integrated into the design, but some small cracking may be visible. (but the cracks do not affect the functionality of the mugs). If the handle fell off, every effort was made to "clean up" the area where it fell off.	18-20 points The slabs have been joined together and the seams are either integrated into the design or are invisible. The base is attached completely OR, if creating a "tripod" mug, the feet are level and sealed well. The handle is attached completely and can support the weight of the mug.		
Glaze Application (20 pts)	0-9 points Less than two coats of glaze were used and it was applied in a very messy manner. There are a lot of empty spots, running, or glaze on bottom of pot. No intentional selection of glaze is evident.	10-17 points Three coats of glaze were applied, but the glaze chosen may not highlight or emphasize the features of the vase. There may be glaze on the bottom, OR there may be a few thin areas, OR they only used one glaze color and didn't take any risks.	18-20 points Glaze was applied with three even coats. No thin areas are visible, the bottom of the pot was wiped off. There was more than one color of glaze used and/or a creative technique was successfully used. The glaze choice emphasizes the design of the vase.		
Studio Habits (20 pts.)	0-9 points The student had to start over several times due to improperly stored project, excessive absences, or wasting of studio time. Little to no effort was made to execute a successful project. There is little evidence of planning.	10-17 points If faced with drying issues (either project drying out or too wet), the student made some attempt to correct the problem, but did not put forth full effort for the best outcome. If they had excessive absences, they did not come in outside of class to catch up. BUT they did work super hard when they WERE in class.	18-20 points This student worked tirelessly, solving problems as they came up in order to have a successful outcome. They were in class consistently and used their time well. If they had excessive absences, they made extra effort in and out of class to complete their project successfully. There is clear evidence of planning and adjusting to achieve a good result.		
Glazing sheet (5 pts.)	0 points No glazing sheet was completed for the project.	1-4 points A glazing sheet was partially filled out OR it was filled out AFTER the project came out of the glaze fire.	5 points All parts of the glazing sheet have been filled out including the type(s) of glazes used, the method or technique, the result and whether it was successful.		

****BULB SITE IS COMPLETE? YES NO

TOTAL SCORE _____/100

Slab Built Mugs



Project Description:

Create a pair of Slab Built Mugs that memorialize or honor an important person, event, place, or memory in your life. The pair of mugs will be connected by their design and the intended recipient(s)/purpose of the mugs.

Select from the following three slab mug techniques:

- Cylindrical
- Tri-Pod
- Danted/square base

Things to consider:

- How the handle and possibly the foot fit in with the overall design/theme.
- Whether the seam of your mug will be blended in completely so that it is invisible, or will it be a part of the design.
- How you will create a "set" of mugs that "go together."
- How you will add surface interest and designs that will convey your meaning/idea

Techniques/skills to be learned:

- Planning a project that has personal meaning
- Creating and using a template
- Compressing a slab of clay to make it stronger
- how to make a bevel cut
- What a Lap Seam is
- Using slip
- How to make a handle
- How to judge the dryness of clay to successfully construct your mugs

GETTING STARTED:

BULB

1. Create a Bulb Page within your Pottery Collection called "Slab Mugs".
2. Find a large digital image example of slab mugs you like for the Cover Image.

BRAINSTORMING:

Answer the following Brainstorming questions by copy and pasting them onto your Bulb Page. PLEASE make your responses in BOLD to make them easier to see.

1. List 5 people who are important to you and with whom you would enjoy drinking a mug of coffee or hot chocolate or tea with and why. Include a word or two that describes how they make you feel:

EXAMPLE: 1. My Mom because she has always been there for me and has the most incredible patience. When I think of her, I feel calm and safe.

- 1.
- 2.
- 3.
- 4.
- 5.

2. List 10 important events, places or memories from your life, and briefly explain their importance:

EXAMPLE: Visiting ~~San Francisco~~/Northern California with my husband is one of my favorite things to do. I love the city! I love the architecture, the people, and the weather. I also love driving through the Giant Redwoods. They are so dark and mysterious!

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

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EXAMPLE: Visiting San Francisco/Northern California with my husband is one of my favorite things to do. I love the city! I love the architecture, the people, and the weather. I also love driving through the Giant Redwoods. They are so dark and mysterious!

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

10.

NOW, looking at the above lists, select your top two people and your top three "events." What imagery or symbols come to mind for each?

EXAMPLE: Mom: I think of flowing, organic lines like of a vine or flowers. I also think of "fasteners" like buttons, because she always helps other hold things together...I think of curves, nothing sharp or edgy.

Northern Cali/San Fran: I think of trees and forests...maybe wood textures or pine needles...I also think of the buildings and bridges of San Fran.

PEOPLE:

1.

2.

"EVENTS":

1.

2.

3.

GATHERING INSPIRATION:

1. Now, find a minimum of THREE examples of each type of slab mug construction (cylindrical, tripod, and darted). (Nine photos).

2. Save the photos to your Slab Mug Bulb Page.

3. In the "Comment" section below each photo, include the name of the artist and/or the website from where you found it. (do NOT just say "Pinterest." Try to find who made it).

4. Under each photo, add a couple of notes as to why you like that mug design.

DEVELOP YOUR IDEAS:

- Sketch out 4 ideas for your mug set, using the planning sheet provided. Develop an idea for a Cylinder Mug where the seam is invisible, one where the seam is part of the design, one for a Tripod Mug and one for a Darted Mug.
- Your "ideas" should reflect what technique you might want to use for the surface design. (Refer to list of options included with the planning page)
- You can use colored pencils and the texture stamps to do rubbings on the planning page to see how the texture may look

- You can also make notes on the planning page describing what you want to do, if you can't draw it.
- There is one extra "free choice" space. This one is optional, but gives you the opportunity to develop an idea that doesn't fit the existing templates.
- Photograph your planning page and upload to your Bulb page.

FIGURING OUT THE PROCESS:

Decide which construction technique you think you want to use, and watch the video that correlates to that technique. (See the videos listed below). As you watch, jot down notes about questions you have. If after watching the video, you decide that isn't really the construction technique you want to do, watch one of the others.

<https://youtu.be/PxlXrnTpC9c>



<https://youtu.be/FOOaOGgHFOM>



https://youtu.be/Ea_93YcZB5I



<https://youtu.be/w63bZyZ9svo>



PLANNING REFLECTION QUESTIONS:

Answer the following questions within your Bulb Page by copy and pasting them. Please make your responses **BOLD** so that they are easy to see.

1. Which Slab Mug Technique have you chosen?
2. Who or what do your mugs memorialize? What is the significance of this person/event?

3. Who is the intended recipient of your mugs? Will you keep one and share the other with someone? Or, will you give one person both? Perhaps you will keep both? Why is this your decision?

4. What technique or method do you plan to use to add surface interest?

5. What prep work do you need to do to create that surface interest? (For example, do you need to go collect leaves? Find a texture to use? Trace or find an image?)

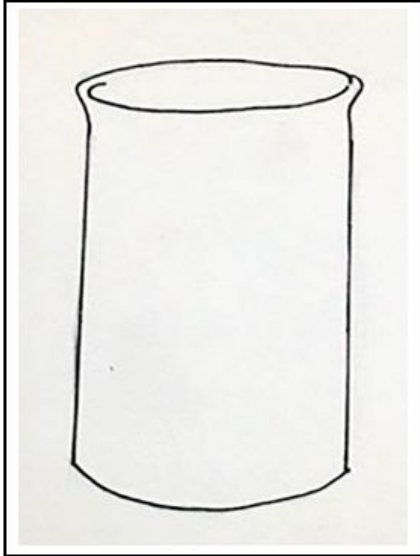
NOW....PUBLISH your page! You will move on to the construction phase after I have approved your designs and you have finished the planning/ideation activities.

Name: _____

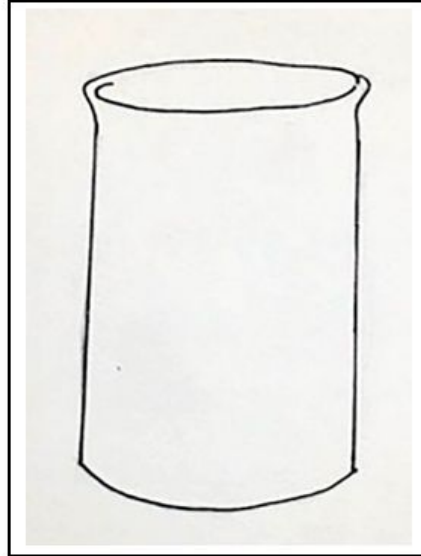
Slab Mug Planning Page

In the spaces below, add details such as handle designs, surface decorations, and other personalized details for each of the mug types. In the last one, draw your own, original design for the shape of your mug. (Optional).

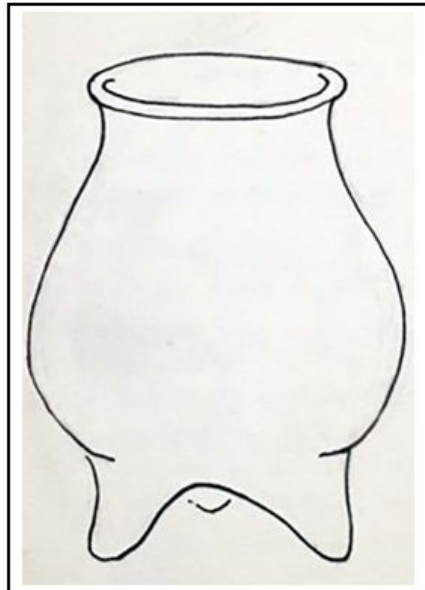
Cylindrical Slab Mug (Seam hidden)



Cylindrical Slab Mug w/ decorative seam



Tripod Mug



****What will your handles look like? Will they be part of the design? (Like a tentacle of an octopus?) Or clean and simple? Round? Braided?**

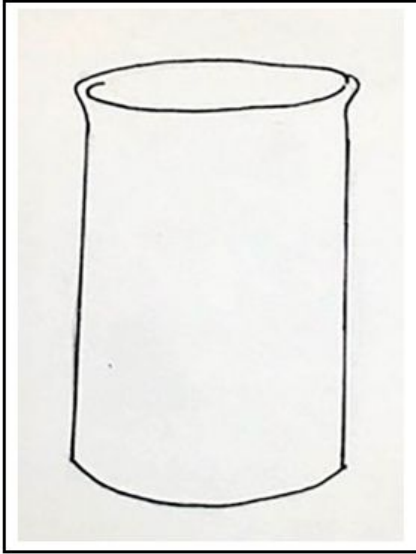
****HOW will you create your surface design?? Share your process/method!**

Name: _____

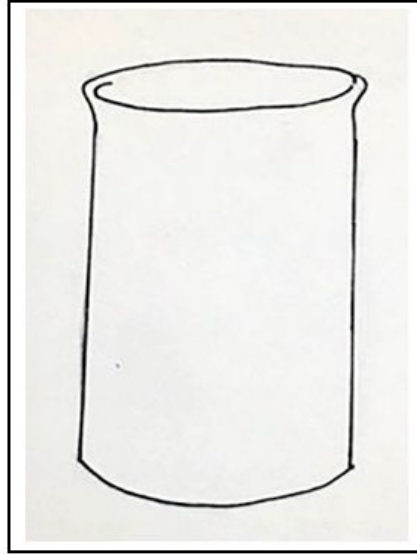
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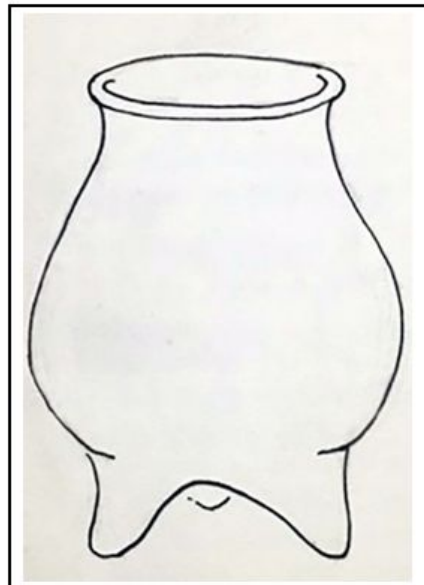
Cylindrical Slab Mug (Seam hidden)



Cylindrical Slab Mug w/ decorative seam



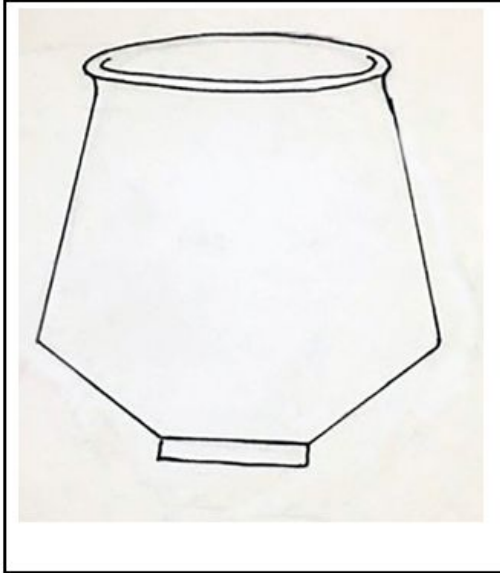
Tripod Mug



****What will your handles look like? Will they be part of the design? (Like a tentacle of an octopus?) Or clean and simple? Round? Braided?**

****HOW will you create your surface design?? Share your process/method!**

Darted Slab Mug Design



Free Choice Design



****This design is optional, but if you have a really cool, unique idea that doesn't fit into the above templates, draw it here!**

A FEW Ways To Add Surface Interest!!

1. Apply a texture using stamps and texture plates
2. Cut out a shape (or shapes) of clay using a cookie cutter or a stencil and “applique” it on to the surface
3. Use a print out of a photo and “trace” a simplified version onto the surface. (This will create an impression on the clay that looks like a drawing). Glaze piece to highlight the “Drawing”
4. Press leaves, flowers, or other organic materials into surface. Allow them to “burn out” during the bisque fire