

**Illinois State Standards for the Arts**

**25: Know the language of the arts**

A. Understand the sensory elements, organizational principles and expressive qualities of the arts.

**25.A.1d** Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.

B. Understand the similarities, distinctions and connections in and among the arts.

**25.B.1** Identify similarities in and among the arts (e.g., pattern, sequence and mood).

**26: Through creating and performing, understand how works of art are produced.**

A. Understand processes, traditional tools and modern technologies used in the arts.

**26.A.1e** Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing.

B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

**26.B.1d** Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.

**27: Understand the role of the arts in civilizations, past and present.**

A. Analyze how the arts function in history, society and everyday life.

**27.A.1a** Identify the distinctive roles of artists and audiences.

**27.A.1b** Identify how the arts contribute to communication, celebrations, occupations and recreation.

B. Understand how the arts shape and reflect history, society and everyday life.

**27.B.1** Know how images, sounds and movement convey stories about people, places and times.

**National Standards**

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between visual arts and other disciplines

**Characteristics of Successful Learners**

- Transfers knowledge to new situations
- Thinks flexibly
- Is a self-directed learner
- Thinks reflectively
- Listens actively
- Demonstrates perseverance
- Strives for personal best
- Takes responsible risks
- Acts responsibly
- Responds effectively
- Maintains focus
- Thinks interdependently
- Self-advocates

**Costa's Habits of Mind**

Persistence, managing impulsivity, understanding with empathy, thinking flexibly, taking responsible risks, creativity and imagination

**Big Ideas of Visual Art**

- An artist is a person who practices any of the creative arts. Artists have the traits of successful learners. Persistence, managing impulsivity, understanding with empathy, thinking flexibly, taking responsible risks, creativity and imagination are examples of these traits.
- An artist demonstrates persistence and flexibility in their application of creative problem solving skills in order to create a visual image that expresses their thoughts, feelings, or ideas.
- Through analysis of images and class discussions students learn to decode their visual surroundings developing necessary skills to navigate through the 21st century.
- Contemporary artists are continually finding new ways to create drawn images aided by advances in technology and thought digital media.
- Technology provides tools, resources, and a means to communicate to the masses through paintings. Technology can be used to research ideas and materials. It can be used to research ideas and images that might be used in the creation of a painting, drawing, mixed media art, printmaking and 3-dimensional art.
- 2-Dimensional Art is work that is flat and can only occupy height and width; 3-dimensional art has height, width, and depth.

## DRAWING

**Drawing Vocabulary:** horizon line, countour line, foreground, middle ground, background

**Academic Vocabulary:** line, shape, symmetry, pattern, light, dark, value, shade, texture, realistic, abstract, perspective, 2-D, 3-D, proportion, mood, symbolism, theme

Guiding Questions	Big Ideas of Visual Art	Performance Tasks as Assessment of Knowledge and Skills	Teaching Resources & Technology
<p>What are the unique qualities of drawing?</p> <p>What is 2-D Art?</p> <p>Why is drawing important?</p> <p>What are the characteristics of an artist?</p> <p>What techniques do artists use to create a drawing?</p> <p>What materials and tools can be used to create a drawing?</p> <p>How can visual literacy be nurtured?</p> <p>How has technology impacted drawing?</p> <p>What is representational (realistic) and non-representational (non-realistic) art?</p>	<p><b>Drawing</b></p> <p>-is a powerful and easily accessible way to visually communicate, describe ideas, thoughts, and express feelings.</p> <p>-is the act of creating a mark on a two-dimensional surface using drawing materials for the purposes of creating a representational or non-representational image</p> <p>Drawing materials may include any mark-making material. Commonly used drawing materials include but are not limited to: pencils, erasers, markers, crayons, colored pencils, chalk and oil pastels and ink.</p> <p>Prehistoric drawings and diagrams are some of our clues about the lives and culture of the earliest humans.</p> <p>Drawing has been an important part of describing and documenting cultures to our current era.</p>	<p><b>Performance Task(s): Create a drawing</b></p> <p><b>Formative Understanding</b></p> <p><b>First Grade</b> Understand line variety Draw a pattern Understand how to draw basic 2-D shapes Apply fine motor skills required for coloring in specific areas. Understand how to render new objects using simple shapes Understand and recognize symmetry</p> <p><b>Second Grade</b> (Reinforce prior skills and understandings) Render objects using more complex shape combinations (ex. body proportions) Overlap shapes to define space Apply visual texture Learn about the significance and impact of drawing throughout history</p> <p><b>Third Grade</b> (Reinforce prior skills and understandings) Apply basic principles of drawing with perspective: using line, shape, and size to reference dimensionality Learn parts of a landscape: foreground, middleground, background, horizon line Explore letter design: bubble and block lettering Understand the parts of a composition</p> <p><b>4th Grade</b> (Reinforce prior skills and understandings) Understand and apply the use of value Draw from observation such as outdoors and mirrors Identify and define different styles of drawing including abstract and representational</p> <p><b>5th Grade</b> (Reinforce prior skills and understandings) Use lines to create value Use complex patterns and repetition in drawing</p>	<p>Teacher and/or student research for a project is an on-going process for art teachers. Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</p> <p><b>Grades 1-6 Books</b> <u>Ish</u> by Peter Reynolds <u>The Anti-Coloring Book</u> by Susan Striker Ed Emberley Books <u>Who Stole the Mona Lisa</u> by Ruthie Knapp <u>Lee. J. Ames How to Draw Books</u> Shel Silverstein books</p> <p><b>DVD</b> Neo Leo: The Ageless Ideas of Leonardo da Vinci</p> <p><b>Featured Artists</b> Leonardo DaVinci M.C. Esher (tessellations, value) Picasso (contour line) Keith Haring (check for censoring some art) Kathe Kollwitz (for middle school) Julian Beavers Stephen Wiltshire William Kentridge (some censoring)</p> <p><b>Websites</b> Artlex.com Artinthepicture.com enchantedlearning.com artic.edu nga.gov biography.com showmeart.info artcyclopedia.com ibiblio.org artmovements.co.uk</p> <p><b>Project Ideas</b> City perspective <u>S' grafitto/ Scratch Drawing</u> Colored pencil (animals, nature, magazine cover)</p>

		<p>Create specific textures with pencil Identify the object of interest in a composition</p> <p><b>6th Grade</b> (Reinforce prior skills and understandings) Understand and apply two-point perspective Create the illusion of volume using shadows and highlights with drawing medium Apply understanding of human proportions Understand that the elements of a drawing can symbolize meaning</p>	<p>Oil pastels (landscapes, self portrait) Op Art Letter/Font Design Self Portrait Line Drawings Black and white pen drawing (Shel Silverstein's illustrations) Family portraits quilts Unconventional drawing tools such as toothbrushes, toothpick, and q-tips Drawing from nature (observational drawing) Self Portrait value study</p>
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## MIXED MEDIA

**Mixed Media Vocabulary:** cutting, gluing, collage, positive shapes/negative space, visual and tactile texture, tearing

**Academic Vocabulary:** symmetry, overlapping, composition, embellishment, positive, negative, texture, mood, symbolism, theme, relief

Guiding Questions	Big Ideas of Visual Art	Performance Tasks as Assessment of Knowledge and Skills	Teaching Resources & Technology
<p>What are the unique qualities of mixed media art?</p> <p>Why is mixed media art important?</p> <p>What are the characteristics of an artist?</p> <p>What techniques do artists use to create mixed media art?</p> <p>What materials and tools can be used to create Mixed Media art?</p> <p>How can visual literacy be nurtured?</p> <p>How has is technology impacted Mixed Media art?</p>	<p><b>Mixed media artwork</b> -combines many different materials, techniques, and skills. No one medium is used solely.</p> <p>-allows for artist to use multiple materials and techniques in a single work. The combination of different processes is an essential characteristic of this type of art.</p> <p>Mixed media artist utilizes a variety of skill sets depending on the mediums they chose to work with.</p> <p><b>Techniques:</b> <b>Collage-</b> using different materials and adhering them to one surface. <b>Gluing-</b> using a glue substance to adhere one material to another. <b>Cutting-</b> using scissors to cut through a material.</p> <p>Painting and drawing are often involved.</p> <p>Materials may include but aren't limited to paper, glue, paint, crayons, pencil, scissors, markers, colored pencils, oil pastels.</p>	<p><b>Performance Task(s): Create a mixed media work</b></p> <p><b>Formative Understandings (Concepts &amp; Skills)</b></p> <p><b>First Grade</b> Develop fine motor skills for successful and safe scissors use Apply glue successfully</p> <p><b>Second Grade</b> (Reinforce prior skills and understandings) Apply objects for embellishment Integrate various materials in a composition Identify traits of mixed media in art</p> <p><b>Third Grade</b> (Reinforce prior skills and understandings) Applying layers to create depth Apply the correct sequence of layers</p> <p><b>4th Grade</b> (Reinforce prior skills and understandings) Develop more complex cutting skills Develop an awareness of how the combined materials impact the artwork</p> <p><b>5th Grade</b> (Reinforce prior skills and understandings)</p>	<p>Teacher and/or student research for a project is an on-going process for art teachers. Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</p> <p><b>Grades 1-6 Books</b></p> <p>Lois Ehlert books Eric Carle books Art By Patrick McDonnell <u>Today I feel Silly &amp; Other Moods That Make My Day</u> By Jamie Lee Curtis Leo Leoni books <u>Three Cups of Tea</u> by Greg Mortenson and Susan L. Roth</p> <p><b>Featured Artists</b></p> <p>Faith Ringgold Robert Rauschenberg Henri Matisse Pablo Picasso Georges Braque</p> <p><b>Websites</b></p> <p>See websites above <a href="http://www.carlemuseum.org/Home">http://www.carlemuseum.org/Home</a> <a href="http://www.susanroth.com">http://www.susanroth.com</a></p> <p><b>Project Ideas</b></p>

	Technology is another tool that artists can use in combination with other mediums.	Apply a variety of methods and/or materials Apply overlapping of materials to create depth, detail, and texture  <b>6th Grade</b> (Reinforce prior skills and understandings) Understand how different materials support symbolic representation and create mood Determine the appropriate materials based on a theme Apply understanding of how different materials create texture and patterns	Onomatopoeia Found object collage (tissue paper and nature objects) Positive shape/negative space (skyline) Cut and torn paper with paint (Chicago skyline) Torn paper (animals, owls, food) Artist dioramas Weaving (various materials) Watercolor/ crayon/ salt/ tape Paper collage (animals, underwater, Pop Art)
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## PAINTING

**Painting Vocabulary:** Tempera paint, watercolor paint, acrylic paint, wet-on-wet, wet-on-dry, color mixing, warm and cool colors, primary colors, secondary colors, complementary colors, neutral colors, analogous colors, shades and tints, canvas, watercolor paper, support (easel, canvas), foreground, middleground, background, non-objective

**Academic Vocabulary:** blend, brushes, primary, secondary, complementary, neutral, shade, analogous, mood, theme, symbolism, realistic, abstract

Guiding Questions	Big Ideas of Visual Art	Performance Tasks as Assessment of Knowledge and Skills	Teaching Resources & Technology
<p>What are the unique qualities of painting?</p> <p>Why is painting important?</p> <p>What are the characteristics of a painter?</p> <p>What techniques do painters use to create their product?</p> <p>What materials and tools can be used to create a painting?</p> <p>How can visual awareness be developed?</p> <p>How has technology impacted painting?</p>	<p><b>Painting</b></p> <p>-is a process by which a support or surface is colored by a pigment. It is traditionally applied by a brush, but may be applied with other tools, such as a pallet knife, sponges, rags, and fingers.</p> <p>-is a very expressive medium. It allows the artist many ways to tell a visual story about people, places, things, and/or feelings through a variety of colors applied in many different ways, by using the following elements of art: color, line, shape, texture, and value.</p> <p>Paint can be applied by brushes, knives, or other tools on a variety of surfaces. There is no one right way to do it.</p> <p>There are various kinds of paints that can be used.</p> <p>The pigments can be held together with a variety of binders, such as eggs to plastics called polymers.</p> <p>Viewers of art can learn to understand a</p>	<p><b>Performance Task(s): Create a painting</b></p> <p><b>Formative Understandings-(Concepts &amp; Skills)</b></p> <p><b>First grade</b> (Reinforce prior skills and understandings) Hold a brush properly Demonstrate correct application of paint Apply individual colors without mixing Understand importance of rinsing the brush before applying new colors Understand the difference characteristics of watercolor and tempera and use them Explore primary colors</p> <p><b>Second Grade</b> (Reinforce prior acquired skills and knowledge) Explore blending colors to create new colors Develop control and refinement in brush skills Explore techniques of layering</p> <p><b>3rd Grade</b> (Reinforce prior acquired skills and knowledge) Identify primary and secondary colors Understand and practice mixing colors Understand warm and cool colors Experiment with washes to create a blended effect Define space such as foreground, middleground, background, horizon line</p>	<p>Teacher and/or student research for a project is an on-going process for art teachers. Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</p> <p><b>Grades 1-6 Books:</b></p> <p><u>Children and Painting</u> by Cathy Weisman <u>Topal</u> <u>Emphasis: Art</u> by Wachowiak <u>Mouse Paint</u> by Ellen Stoll Walsh <u>Art</u> by Patrick McDonnell <u>The Dot</u> by Peter Reynolds Books by Eric Carle <u>Red Leaf, Yellow Leaf</u>, by Lois Elhert Mike Venezia Artist Series</p> <p><b>Featured Artists</b> Claude Monet Georgia O'Keeffe Vincent Van Gogh George Seurat Henri Matisse Roy Lichtenstein Wolf Kahn</p> <p><b>Websites:</b> See websites above</p>

	<p>painting by describing, analyzing, interpreting then judging the work for its success.</p> <p>They can also learn about various cultures and times and the ideas and activities of an era through learning about a painting or the artist.</p> <p><b>Painters</b></p> <ul style="list-style-type: none"> <li>-make art to tell a story, to express their feelings,</li> <li>-can try new and innovative ways to experiment with art materials.</li> </ul>	<p><b>4th Grade</b> (Reinforce prior acquired skills and knowledge) Explore tints and shades Understand of painting styles (ex. abstract vs. realistic) Identify a variety of brushstrokes (ex. short, smooth, stipple)</p> <p><b>5th Grade</b> (Reinforce prior acquired skills and knowledge) Apply acrylic paint techniques Apply brush techniques with acrylic paints Demonstrate the creation of tints and shades Apply highlights and shadows to create dimension Use and apply blending colors to create new colors</p> <p><b>6th Grade</b> (Reinforce prior acquired skills and knowledge) Apply brush techniques with acrylic paints Understand how to create tints and shades Blend colors to create new colors Apply fine brush strokes to create more details Develop a focal point/object of interest</p>	<p><b>Project Ideas:</b> Realistic underwater scene with watercolors Black and white tempera zebras Self portraits (Pop Art, in motion, with a mood, season, symbolic animal) Koru (fern swirls) Tree of Life, fall trees, winter trees</p> <p><b>4th-</b> Students will learn about an artist and write a brief summary of the artist's life. Option: compare traits of artist to Characteristics of Successful Learners in the biography.</p> <p><b>5th-</b>Wayne Thiebaud</p> <p><b>6th-</b>Research artists using websites and print material. Biographical display</p> <p><b>6th-</b>Georgia O'Keeffe acrylic flower painting</p>
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## PRINTMAKING

**Printmaking Vocabulary:** ink, brayer (roller), plate, positive and negative image, stamp, mono print, relief print, sponge print, edition, burnisher, registrations, signing

**Academic Vocabulary:** line, texture, positive, negative, stamp

Guiding Questions	Big Ideas of Visual Art	Performance Tasks as Assessment of Knowledge and Skills	Teaching Resources & Technology
<p>What are the unique qualities of printmaking?</p> <p>How does printmaking differ from painting/drawing?</p> <p>Why is printmaking important?</p> <p>What are the characteristics of an artist?</p> <p>What techniques do printmakers use to create a print?</p> <p>What materials and tools can be used to create a print?</p> <p>How can visual literacy be nurtured?</p> <p>How has technology impacted printmaking?</p>	<p><b>Fine Art Printmaking</b> is a unique visual media as it allows an artist to make multiple original editions (or prints) of a unique image. Printmaking allows an artist to recreate an image while maintaining each new edition's unique hand-made qualities. (history/ culture included in technology). The process of creating an image, translating the image to a plate, and creating an edition of prints, provides tangible learning experiences with texture, positive, and negative space and composition in art making.</p> <p><b>A printmaker</b>                      -focuses on creating a powerful image to begin the art making process.                      -demonstrates persistence and patience, striving for accuracy in their work of transferring their original idea to the plate.                      - must creatively problem-solve to adjust the plate until they are able pull a dynamic series or edition of prints.                      -may use tools and materials ranging from, but not limited to: found objects, stamps, plates, brayer, ink, burnisher, and paper</p> <p><b>Techniques:</b>  <b>Relief-</b> Could be an additive or subtractive method. An image that is added, carved, or impressed onto a surface creating raised space on plate/block. Ink is applied to raised surface and rolled or stamped onto paper. Similar to using stamp and inks.  <b>Mono Type-</b> a one time printing process of painting or inking and manipulating surface of printing plate to create image—then rubbing and pulling print. Image disappears after steps are repeated.  <b>Stamping-</b> found or created object with actual texture used to create an image when inked and pressed on surface.</p> <p>Prints have been played an important role in technology and culture for centuries. Printing</p>	<p><b>Performance Task(s): Create a print</b></p> <p><b>Formative Understandings (Concepts &amp; Skills)</b></p> <p><b>First Grade</b>                      Explore the stamping method                      Experiment with the stamping method</p> <p><b>Second Grade</b>                      (Reinforce prior skills and understandings)                      Recognize and identify printed images                      Apply understanding of printed images by creating an original stamp</p> <p><b>Third Grade</b>                      (Reinforce prior skills and understandings)                      Apply subtractive or additive process</p> <p><b>4th Grade</b>                      (Reinforce prior skills and understandings)                      Understand the significance and impact of printmaking throughout history                      Apply advanced knowledge of printmaking using the additive or subtractive process</p> <p><b>5th Grade</b>                      (Reinforce prior skills and understandings)                      Apply the stamping method as an embellishment</p> <p><b>6th Grade</b>                      (Reinforce prior skills and understandings)                      Explore block printing techniques                      Apply knowledge of printmaking series</p>	<p>Teacher and/or student research for a project is an on-going process for art teachers. Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</p> <p><b>Grades 1-6 Books</b></p> <p><b>Featured Artists</b>                      Andy Warhol                      Roy Lichtenstein                      Rudyard Kipling (prints)                      M. C. Escher                      Katsushika Hokusai                      Hiroshige</p> <p><b>Websites</b>  <a href="http://www.kinderart.com/printmaking/">http://www.kinderart.com/printmaking/</a></p> <p><b>Project Ideas</b>                      Story illustration (original story)                      Cut shapes (tree plate and print)                      Arctic animals                      Shape stamps for embellishments and borders                      Sunflowers</p>

	played an important part of the spread of literacy and information, due to the invention of the printing press. In our contemporary culture printing is diverse and relevant ranging from advertisements in magazines to the relief carvings of Inuit Artisans		
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**3-DIMENSIONAL ART**

**3-D Art Vocabulary:** clay, kiln, 3-D Art, bas relief, papier mache, slab, sculpture, glaze, patina, armature, pinch method, coil method, slab method. Alternative methods terms: metal, wire papier mache  
**Academic Vocabulary:** height, width, depth, volume, form, modeling, texture, pattern

Guiding Questions	Big Ideas of Visual Art	Assessment of Knowledge and Skills	Teaching Resources
<p>What are the unique qualities of 3-D Art?</p> <p>How does 3-D art differ from 2-D art?</p> <p>Why is 3-D art important?</p> <p>What are the characteristics of a sculptor/artist?</p> <p>What techniques do artists use to create 3-D art?</p> <p>What materials and tools can be used to create 3-D art?</p> <p>How can visual awareness be developed?</p> <p>How has is technology impacted 3-D art?</p> <p>What is clay?</p> <p>How are form and shape different?</p>	<p><b>3-Dimensional artwork</b></p> <p>-exists in the round. It can be measured three different ways by height, length and width. 2-D art is created on a flat surface and can only be measured by height and width.</p> <p>-has been one of the most utilized art forms throughout history.</p> <p>-Shape refers to a flat surface; form is used to describe objects with 3 dimensions.</p> <p>Ancient sculptures help us better understand our past. Sculptures can be viewed by all angles and encourage the viewer to interact with the work of art.</p> <p>Functional artwork is a piece that has a purpose like dishware, bricks, and musical instruments.</p> <p>Non-functional artwork is artwork that's very purpose is to be viewed and not used.</p> <p>3-D artists utilize a variety of skill sets depending on the medium they are working with.</p> <p><b>Techniques:</b>  <b>Clay-</b> pinch, coil, and slab building. Slip and scoring. Relief carving. Finishing techniques such as glazing, burnishing, and painting.  <b>Papier Mache-</b> wrapping a form in flat material to harden as desired.  <b>Metal Carving-</b> using stylist to carve negative and positive space to create a design or image.</p> <p>Materials may include but aren't limited to plaster, clay, kiln, stylus, paper, found objects, paper</p>	<p><b>Performance Task(s): Create a three dimensional work</b></p> <p><b>Formative Understandings (Concepts &amp; Skills)</b></p> <p><b>First Grade</b>  Explore the nature of clay  Apply pinching technique  Apply embellishments to greater define the object</p> <p><b>Second Grade</b>  (Reinforce prior skills and understandings)  Apply coil method</p> <p><b>Third Grade</b>  (Reinforce prior skills and understandings)  Experiment with clay techniques such as bas relief, slab building, applying slip, score  Understand and applying additive and subtractive methods  Understand finishing application and technique (glaze, patina, ink wash)  Learn about the significance and impact of clay throughout history</p> <p><b>4th Grade</b>  (Reinforce prior skills and understandings)  Recognize greenware, bisque ware, and glaze ware  Name the basics of kiln functions  Compare functional versus nonfunctional art</p> <p><b>5th Grade</b></p>	<p><b>Alternatives/Additional to clay:</b>  Other modeling compounds using many of the same techniques may be used.  Papier mache overlapping and layering technique with use of an armature  Wire bending and coiling  Constructing forms with paper</p> <p>Teacher and/or student research for a project is an on-going process for art teachers. Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</p> <p><b>Grades 1-6 Books:</b>  <u>Mouse Shapes</u> By Ellen Stoll Walsh  <u>Studio Thinking: The Real Benefits of Visual Arts Education</u> by Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly M. Sheridan, David N. Perkins</p> <p><b>Featured Artists</b>  Joseph Cornell  Jean Dubuffet  Claes Oldenburg  Maria Montoya Martinez  Pablo Picasso  Joan Miro  Alexander Calder  Frank Gehry  Anish Kappor  Deborah Butterfield  Edgar Degas  Alberto Giacometti  Andy Goldsworthy</p>

<p>What is the difference between functional and non-functional art?</p>	<p>mache, metal and wire.</p> <p>Clay is a material derived from the earth. It is often found near rivers and streams when water is able to carry small particles of dirt and minerals to settle at the bottom and stick together forming clay.</p> <p>Technology impacts the way in which clay is fired. Electric, gas, wood, and raku, kilns have very different technologies. Artists also can use technology to aid in the creation of a 3-D art form.</p>	<p>(Reinforce prior skills and understandings) Understand of the difference of functional versus nonfunctional art Apply their understanding of functional art Determine and apply appropriate embellishment</p> <p><b>6th Grade</b> (Reinforce prior skills and understandings) Apply hand building technique using the subtractive and additive processes Apply proper techniques for using an underglaze</p>	<p>Henry Moore</p> <p><b>Websites:</b> See websites above <a href="http://www.artisanacam.org.uk/flashapps/slipdecorator/sliptool.php">http://www.artisanacam.org.uk/flashapps/slipdecorator/sliptool.php</a> <a href="http://home.comcast.net/~john_norris_net/handouts/handbuilding/catalog.html">Clay Worksheets and Information http://home.comcast.net/~john_norris_net/handouts/handbuilding/catalog.html</a></p> <p><b>Project Ideas:</b> papier mache vessel (tissue paper bowl/frogs/food) Clay birds/masks armature/modeling compound (fantasy birds) wire figures gargoyles fish shapes Clay Animalitos Slab houses/ Picasso portraits/ocean scene Native American Southwestern inspired Coil Pots</p>
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