

## MINI ACTIVITY

Title: "Colorful Crystals"  
Teacher: Jennifer Mustachio

Grades 3<sup>rd</sup>-5<sup>th</sup>  
Date: 4.10.13

<p>Theme Concept (s):</p> <p>Students will learn about color and form while creating pinch pots to look like Geodes. Students will learn about geodes and the way they are formed naturally. Students will investigate crystals from a microscopic perspective by using an EyeClops, a magnifying camera that projects images on a computer or television screen.</p> <p>Additionally, students will learn the history and technique of making pinch pots. By starting with a large ball of model magic, students will create the pot and add clay "crystals" to the interior. Students will become familiar with the fundamental clay hand building technique of pinching.</p>	<p>Aesthetics, Art Crit, Art History:</p> <p>Pinch pots are a simple form of pottery. The pinching method is a means to create the pottery. The clay walls are thinned by pinching with the thumb and fore finger.</p> <p>Archeologists suspect that pinch pots are one of the oldest art forms. While many pinch pots are made with clay, which is then fired in an oven called a kiln, model magic is a great alternative to making a simple piece of pottery.</p> <p>Show students examples of ancient pinchpots after they have formed their bowls.</p>
<p>Art Production Concept(s):</p> <ul style="list-style-type: none"> <li>-Students will choose what colors to use in their geodes.</li> <li>-Students will demonstrate hand-building techniques.</li> <li>-Students will use watercolors and watercolor brushes to achieve a desired look.</li> </ul>	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>-Hands-on, activity orientated instruction.</li> <li>-Demonstration</li> <li>-Show visuals and physical examples of the project and geodes.</li> </ul> <p><b>For students with disabilities:</b></p> <ul style="list-style-type: none"> <li>-Students can wear latex gloves to avoid messiness.</li> <li>- Help students get started in making the pot so they can finish it.</li> </ul>
<p>Materials and supplies</p> <p>Day 1- 4 packages of Model Magic, scissors, sample and geodes for demonstration.</p> <p>Day 2- Watercolor pan paints, glitter in bottle caps, brushes, newspaper</p> <p>Day 3- Eyeclops Magnifier, Television.</p>	<p>NJCCCS (One visual arts &amp; one non-arts):</p> <p><b>*CPI # 1.1.5.D.1:</b> Identify elements of art and principles of design that are evident in everyday life.</p> <p><b>*CPI # 1.4.5.A.1:</b> Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>--The elements of art and principles of design are universal.</p> <p><b>Natural Science- 5.1.4.A.1</b> Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.</p> <p><b>Natural Science 5.4.6.C.2</b> Distinguish physical properties of sedimentary, igneous, or metamorphic rocks and explain how one kind of rock could eventually become a different kind of rock.</p>

## Art making steps:

### Day 1-

- Introduce the project by asking if students know what a geode is. Demonstrate how to hammer one open or show an already polished geode. Explain that the outside is not as special as the inside. Walk around the class and show a sample of project. Explain that the clay modeling portion of the lesson needs to be completed today because it will overnight.
- Demonstration- Each table will go to the demonstration area one at a time until all students are gathered around the teacher. Demonstrate how to roll the ball with your palms. Take a small piece from the ball, no bigger than a quarter, and set it aside. Continue rolling the bigger piece into a ball. Gently pat the ball until it looks like a “patty”. Gently press both thumbs into the center of the disk, pinch and rotate until it starts to look like a “cell” or “pool raft”. Keep pinching and rotating until it looks like a bowl. If it looks like a plate, just roll it into a ball again and start over. Check for understanding.
- Students return to their seats and make their pinch pots with guided instruction and individualized attention. Some students may think they’re done, so to test if it’s deep enough, you should be able to fit both thumbs into it.
- Second demonstration- show how to pull little pieces from the smaller ball of clay and roll to look like grains of rice. Place the pieces inside the bowl shape until the entire interior is covered. Repeat information as needed.
- As students finish, set your geode on a piece of paper with your name on it on a marked shelf to dry.

### DAY 2-

Prep- Prepare paints, brushes, water, paper towels, and small amounts of glitter in bottle caps.

- Find your piece on the marked shelf. Wait for instructions.
- Demonstration- Painting techniques. First paint with water inside the geode. When you drop in watercolor, it will spread around easier. Exhibit methods to paint with multiple colors and add glitter if desired.
- As students finish, set your geode on a piece of paper with your name on it on a marked shelf to dry.
- Remind students that they can bring in rocks or stones to look at under a microscope. If you have a crystal at home, get permission from parents to bring it to school.

DAY 3- Paint the outer shell of the geode a black, grey, or brown. Show sample. Set geode on piece of paper you’re your name so it can dry. Students who finish quickly can have “free draw” time with markers. When all students are finished and ready to move forward, investigate crystals and rocks under Eyeclops Magnifier.

## Aesthetics Steps/Questions/ Essential Questions:

Have you ever heard, “Don’t judge a book by its cover?” Geodes don’t look special on the outside until you open them up and reveal what’s inside. People are like geodes too. You can’t judge a person, book, or rock by it’s “cover”; you have to look a little deeper.

