

PINCH POT

SEVEN GRANDFATHER TEACHINGS

Supplies

- Crayola Air-Dry Clay
- Crayola Variety Brushes
- Crayola Acrylic Paint
- Crayola Marker & Watercolour Paper
- Crayola Fine Line Markers
- Pencils
- Carving Tools (only if available)
- Water Containers
- Paper Towels

Vocabulary

emphasis	shape	texture
form	score	relief sculpture
line	slip	petroglyph

Learning Goals

Students will be able to:

- describe and respond to works of art;
- support their ideas with evidence found in the artwork;
- apply the creative process to create a personal artwork;
- explain the meaning of one of the Grandfather teachings;
- demonstrate technical accomplishment and creativity.

Prepare

1. Download images from the Internet, or find images in books or magazines of animals connected to the seven Grandfather teachings, such as, **Buffalo Bear Eagle Beaver Turtle Wolf Sabe**
2. Download images from the Internet, or find images in books or magazines of a variety of petroglyphs from around the world and Canada, such as, **Iran Peterborough Namibia**
3. Choose an image of one of the **Peterborough Petroglyphs** to discuss in depth.
4. Preview the article, **Kinomagewapkong - The Teaching Rocks**, by Pegi Evers for background information about the Peterborough Petroglyphs.
5. Prior to this lesson use story and video to introduce the seven Grandfather teachings (pages 3-4) to your students.



Success Criteria

As a class identify 'look fors' that will demonstrate what students have learned and are able to do, e.g.,

I know I am successful when I have:

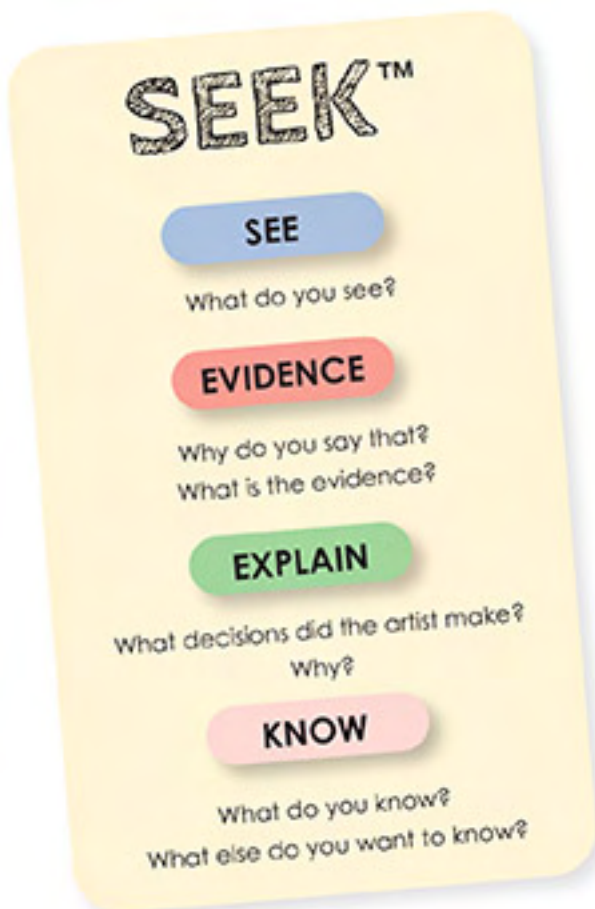
- created a clay pinch pot with walls that have an even thickness;
- sculpted an appropriate animal to represent the teaching I chose;
- created a relief sculpture;
- used contrast to create emphasis;
- used clay handbuilding techniques skillfully;
- used words and images to communicate the meaning of one of the Grandfather teachings;
- created my own unique design;

INTERNET RESOURCES

Use story and video to introduce the Seven Grandfather Teachings to your students.

Make sure students understand who wrote the teachings and where they are from. First Nations Peoples from different communities will have different understandings and perspectives on the teachings.

1. Download the **Traditional Teachings Handbook** in pdf form, from the Native Women's Centre. This booklet provides background information for the teacher on the seven Grandfather teachings from the perspective of the authors.
2. Read the book, 'Seven Sacred Teachings, Niizhwaaswi Gagiikwewin', by David Bouchard & Dr. Joseph Martin, paintings by Kristy Cameron, and/or watch the **video** of David Bouchard reading the book. This book and/or video will give you background knowledge about the Seven Grandfather Teachings from the perspective of the writers.
3. Download 'The Seven Grandfather Teachings', by **Rabbit and Bear Paws**. The teachings by Rabbit and Bear Paws can be shared and reflected on daily (one teaching each day) with your students.



LOOKING AT ART

Each lesson in this bundle introduces students to an Indigenous artist and their work.

Use **SEEK™** to help students organize their thinking and build their observational skills. Guide them to support their ideas with evidence they see in the artwork.

Make sure everyone can see the image.

SEE – Look closely at the image for about a minute.
What do you see?

EVIDENCE – What do you see that makes you say that?

EXPLAIN – What choices did the artist make? How did those choices help communicate the message?

KNOW – What do you know about the artist's intent?
What else do you want to know?

INTRODUCTION



PART 1

Introduce students to petroglyphs from around the world. Discuss possible meanings of various images and why people might have created them. Describe the Peterborough Petroglyph heritage site and view one of the **Peterborough Petroglyph** images.

1. Display the image so everyone can see it.
2. Ask students to look at the work closely for about 30 seconds without speaking.
3. Invite students to share their first impressions of the image.
4. Use **SEEK™** to help students organize their thinking.
5. Once students have discussed the image share some background knowledge about it.

PART 2

Review the seven Grandfather teachings.

1. Introduce each of the seven teachings with an image of the animal that represents it. Discuss the main ideas of each of the teachings.
2. Ask students to share examples from their own life in which they have made connections to one of the Grandfather teachings.

Ask probing questions such as:

- What else?
- What do you see that makes you say that?
- Could you explain that further?
- What do you mean by that?
- That's interesting, why do you say that?
- How might the artist get the idea to make it like that?

THE CHALLENGE



1. Choose one of the seven Grandfather teachings that you feel most connection to.
2. Create a clay pinch pot with walls that have an even thickness.
3. Sculpt the form of the animal representing the teaching on the inside of the clay pot.
4. Carve words and images that are connected to your personal life experiences with the teaching you have chosen into the outside wall of the pot.
5. Use acrylic paint to emphasize the textures you have created.
6. Demonstrate technical accomplishment and creativity.

FOLLOW THE STEPS

1



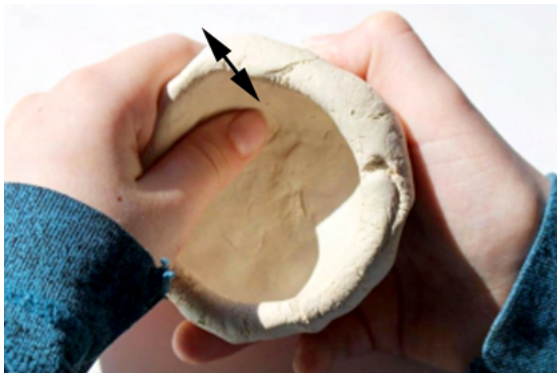
1. Choose one of the 7 Grandfather teachings.
2. Brainstorm words and images that you identify with the Grandfather teaching you have chosen.
 - Close your eyes and remember the ancient petroglyphs that were introduced earlier, and are located throughout the world.
 - Think about the animals that represent each of the teachings, remembering that the First Nations peoples living in different geographical locations, may have different animals that symbolize each teaching.

2



1. Roll a round ball of clay in your hand.
2. Make sure you do not have too much clay, just enough to fit in the palm of your hand.
3. Press your thumb into the centre of the clay ball.
4. Squeeze the clay between your thumb (inside the clay ball) and your fingers (outside the clay ball) until the wall of the clay pot feels about 1cm thick.

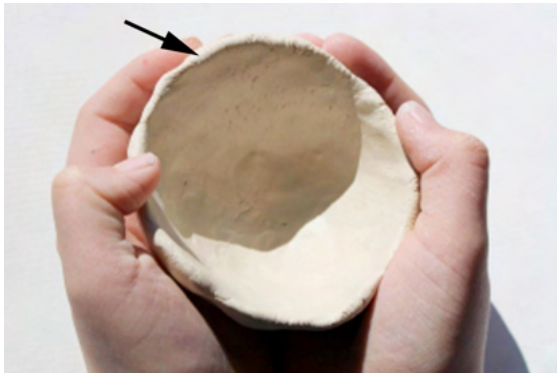
3



1. Move the clay in a circular pattern as you slowly begin squeezing the clay from the bottom of your pot to the rim of your pot.
2. Try to create a uniform thickness along the walls of the pot (1cm).

FOLLOW THE STEPS

4



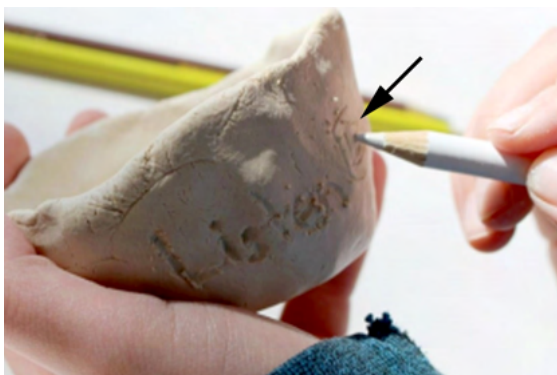
1. Take your time and move slowly to create an even thickness.
2. Remember to carve your initials into the base of your pinch pot.

5



1. Use a small piece of clay to create the animal that represents the Grandfather teaching you have chosen.
2. Flatten the clay in your hands so it is about 0.5 cm thick.
3. Carve the animal from the clay using a pencil.
4. Score (draw lines into the clay with a pencil) the back of the animal and the clay you are attaching the animal to.
5. Paint each scored surface with slip (mixture of clay and water in the consistency of a heavy cream), and press together.
6. Use the pencil to clarify and define the edges of the animal (relief sculpture).

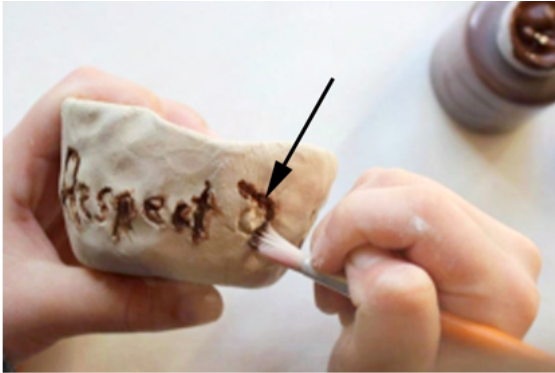
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1. Carve the Grandfather teaching you have chosen into the outside wall of the pinch pot.
2. Add other words that have a similar meaning.
3. Separate each word by carving an image that helps you understand the Grandfather teaching you have chosen.
4. The carved words and images create texture.
5. Let your clay pot dry before painting it (about 2 days).

FOLLOW THE STEPS

7



1. Choose a colour of acrylic paint to brush into the carved words and images.
2. Use a small paint brush.
3. This painting technique will emphasize the texture on the walls of the pinch pot.

8



1. Dampen a small piece of paper towel with water, and use it to lightly rub the painted, textured surface.

9



1. Decide whether you want to add more colours to your pot with acrylic paint, or leave it in its natural form.
2. The animal representing the Grandfather teaching is a **relief** sculpture.
3. The words and images carved on the outside of the pot create a textured surface.

SHARE



Once all the artworks are complete ask students to bring their artworks into a large circle. Invite each student to share how their clay pinch pot represents one of the seven Grandfather teachings. During the circle discussion include references to emphasis, texture, form, shape, and line. Share ideas of how the seven Grandfather teachings could become part of the class community.



Have students connect their day to day lives with what they have learned about the Grandfather teachings. Discuss what they have learned about themselves as they try to live by the teachings. Ask them to think about someone in their life who demonstrates one of the teachings. What do they do? How do others respond to them? How do the Grandfather teachings reflect who they are?

ASSESSMENT

1. Observe students as they work – discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their work – speaks with a clear voice, points to areas in the artwork, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen – listens attentively, responds with meaningful questions, sends positive nonverbal cues.
4. Use a checklist to track progress.
5. Have students reflect on their own artworks in their sketchbooks. Ask students:
 - What worked well in your artwork?
 - What do you see that makes you say that?
 - What would you change or do differently next time?
 - What does the Grandfather teaching you chose mean to you?

