



## Preparation

1. View the 15-minute episode of "History Detectives: Face Jug" on the PBS (Public Broadcasting Service) website.
2. Provide one grapefruit-sized, 2-lb ball of clay per student.
3. Cover the work area with canvas, and provide one masonite board per student.

## Process

NOTE: Forming the pocket will be done during one class session, and adding facial details will be done during a second class session, after the pocket has set up slightly.

1. Roll the ball of clay into a long slab. Be sure to flip the slab occasionally and roll both ways across the clay.
2. Trim the edges of the clay, and fold the bottom half of the slab toward the top to form a pocket. Place bunched-up paper toweling into the pocket area to help support it and join seams with the slip and score method. Make preliminary marks for facial features by pushing out from the back of the slab where the nose and chin will be, and pushing in slightly for the eye sockets.
3. Leave an area at the top of the pocket at the back to punch a hole for hanging. Cover the pocket with plastic and allow it to set up overnight.
4. Add detailed facial features by further refining the pocket. Add clay for eyes, nose, lips, cheeks, and chin. Use tools to enhance details.
5. When complete, allow the wall pocket to dry thoroughly.
6. For firing clay, bisque-fire, apply glaze, and then glaze fire the piece.
7. For air-dry clay, paint with acrylic paints.



**Step 1:** Fold the bottom half of a rolled slab upward to form a pocket.



**Step 2:** Make initial indentations and marks for placement of facial features.



**Step 3:** Add clay and further refine the face using tools.

## National Standards for Visual Arts Education

**Content Standard #1** — Understanding and applying media, techniques, and processes.

**K-4** Students know the differences between materials, techniques, and processes

**5-8** Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

**9-12** Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks

**Content Standard #4** — Understanding the visual arts in relation to history and cultures.

**K-4** Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

**5-8** Students describe and place a variety of art objects in historical and cultural contexts

**9-12** Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places