

AMACO® Lesson Plan #67
Level: K-12

PERSONAL

Coat of Arms

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Learn about the history of family crests and heraldry by creating your own coat of arms.



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LESSON PLAN GOALS AND OBJECTIVES

- Learn about symbolism from art and world history.
- Design a personalized coat of arms with at least four symbols.
- Take notes, make sketches and practice techniques.
- Create and use templates.
- Learn to use a variety of textures and proper ceramic techniques.



NATIONAL VISUAL ART AND CORE STANDARDS

- Learn and contrast the characteristics of artworks in various eras and cultures.
- Understand and apply media, techniques and processes.
- Use knowledge of structures and functions.
- Analyze contrasting works of art in terms of history, aesthetics and culture.
- Make connections between visual arts and other disciplines.
- Consider and assess the characteristics of artwork.
- Choose a range of subject matter, symbols and ideas.



TOOLS & MATERIALS

- AMACO® Low Fire Clay
- brent® Slab Roller or AMACO® Rolling Pin (#11196M)
- Fettling Knife (#11192H)
- AMACO® Low Fire Gloss Glazes
- AMACO® Teacher's Palette Glazes
- AMACO® Underglazes
- Modeling Tools
- Spray Bottle
- Brushes
- Sketchbook
- Drawing Materials





1. Sketching and Research: Show examples of coats of arms and heraldry, as well as examples of symbols from around the world. Discuss their meanings and create a list of personal symbols and their related meanings. Have each student pick four symbols and sketch the shape of their crest. Discover how the imagery will be composed. Share the sketches with the class for comments and inspiration!



2. Templates: Students make templates of the shape of their coat of arms by cutting paper to fit their desired form. They may also want to cut templates out for each symbol so they may be arranged and rearranged for the best design.



3. Slabs: Every student should roll out a slab, large enough to cut out their template shape. Allow the slabs to harden a bit for ease of use. Have each student cut out these shapes using a fettling knife.



4. Slipping and Scoring: Once the elements are cut out and arranged, be sure to score and slip before adding to the crest. Details can be carved back in if harmed in the joining process.



5. Texture and Details: Pass out a series of textured materials to help add surface details to students' projects. Explain how glaze will work together with the surface texture to accent their work.



6. Hanging Mechanism: Before the work is leather hard, students should punch two holes in the upper corners, so the work can be hung on a wall. Or to hang on a nail, make a crevice in the middle of the back of the crest.



7. Bisque: Bisque fire the bone dry crests to cone 04 and return to your students for glazing.



8. Glazing: Have your students use a series of colorful low fire glazes or underglazes to bring their family crests to life and demonstrate the symbolic and powerful use of color in history.

GLOSSARY

Bisque: Unglazed ceramic after the first firing.

Bone Dry: Final stage of greenware, completely dry and ready to be fired. At this stage clay is very fragile, non-plastic, and porous.

Fire: To heat the clay in a kiln at a very high temperature until it is hard and becomes ceramic.

Greenware: Any unfired piece of clay.

Score: Scratching the surface in preparation for joining.

Slip: Clay mixed with water to a creamy consistency, often used to attach raw clay.



9. Final Firing and Presentation: Glaze fire the family crests and return them to your students. They can present their final work of art to the class, and explain their personal symbolism. Have them draw their final coat of arms, include the description of each symbol, and list the challenges and successes that they encountered during the creative process.