

Coil Bowls

Creative Clay: Functional

This project is suited for all ages.

Duration: 1 90-minute session with an optional 30-minute session

Learning Goal(s): Students will learn coil building techniques used to make a functional bowl.

Learning Objective(s): Students will create and decorate a functional coil bowl.

Big Question(s): (1) How will I use coils to design a functional and aesthetically interesting bowl? (2) What steps do I need to take to ensure my bowl is food safe? (3) What will I use my bowl for? How large should it be based on the intended use?



Skills/Necessary Demos: Session 1 - coil building, using a mold, sgraffito; Session 2 - painting, glazing, mishima

Ceramic Terms ([Claymobile Vocabulary Terms](#)):

- Clay
- Ceramics
- Coil building
- Plastic
- Mold
- Sgraffito
- Mishima
- Underglaze
- Glaze
- Once-fire
- Bisque Fire (bisqueware)
- Glaze Fire (glazeware)

Other Related Terms:

- **Design** - determining the look and function of an object before it is built or made

Variations/Modifications:

- Different sized bowls can be used depending on the age group and class time.. Small bowls for younger students or shorter classes, and larger bowls can be used with teens and adults.
- Starting with a pinch pot and adding coils on top is another technique that can be used to create larger ramen noodle-like bowls in less time, or coils can be added vertically to create a coil pot.
- The project can be adapted for a once-fire project where all decorating is done in the first session. Sgraffito can be used as the decorating technique with underglaze or slip, and a clear glaze added prior to firing.
- This technique can also be used for a plate or tray to create different shapes and designs.

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Cultural/Artistic References:

- Artist Portfolio (including coil building and other hand-building techniques): [Melissa Weiss](#)
- Artist Portfolio (including coil building and other hand-building techniques): [Amanda Dobbatz](#)
- Artist Portfolio (including coil building and slab building techniques): [Mary-Louise Wang](#)

| Session 1 Materials: | Session 2 Materials: |
|---|---|
| <ul style="list-style-type: none"> • Clay • Mold (or bowl) • Newspaper • Needle tool (or skewer) • Underglaze* | <ul style="list-style-type: none"> • Underglaze* • Clear glaze * • Paint brushes <p><i>*Colored gloss glaze can be used in lieu of underglaze and clear glaze.</i></p> |

Construction Process:

Session 1 (90 minutes)

| | ACTIVITY | STEPS | DISCUSSION POINTS |
|---|-----------------|--|---|
| 1 | Mold | <ol style="list-style-type: none"> 1. Select your mold or bowl that will be used to form your coil bowl. 2. Cover the bowl with newspaper or plastic. | <ul style="list-style-type: none"> • Be sure your entire bowl is covered to make sure the clay does not stick to the mold while drying. |
| 2 | Rolling coils | <ol style="list-style-type: none"> 1. Think about what patterns you might use to design your coil bowl. For example, will you use spirals, zig zags, or lines? 2. Pinch off a piece of clay, squeeze it into a log, then roll into a coil. 3. Shape the long coil into different designs, such as a spiral, squiggle, or zig zag. 4. Make a few of each design, then lay them on top of the paper lining your mold or bowl. 5. Continue adding pieces covering the bowl from top to bottom. | <ul style="list-style-type: none"> • Coils should be made quickly to avoid losing too much moisture in the clay. • Coils need to remain plastic when rolling them into different shapes. If they are too dry, put them off to the side for recycling. • Avoid using straight coils in the bottom of the bowl. These tend to crack more than rounded coil shapes. |
| 3 | Attaching coils | <ol style="list-style-type: none"> 1. With your thumb or index finger, smooth the coils together. 2. After the coils are connected, smooth all the small cracks and marks on the top of the bowls surface. 3. The coil bowl should remain in the mold throughout the drying process. | <ul style="list-style-type: none"> • The bottom of the bowl will retain your pattern, while the top of the bowl will be smooth. • Make sure you press the coils in the bowl well, this will compress the clay and avoid cracking in the firing process. |

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| 4 | Decorate (can also be done in session 2) | <ol style="list-style-type: none"> Option 1: Cover the surface of the bowl with a colored gloss glaze. Option 2: Cover the surface of the bowl with underglaze. Then, with a needle tool, scratch designs on the partially dry and painted surface (sgraffito). Option 3: Scratch designs directly onto the painted clay surface. Decorate with underglaze/glaze after firing (mishima). | <ul style="list-style-type: none"> A hairdryer or fan can be used to help the underglaze dry quickly to prepare for sgraffito. |
|---|---|---|---|

Collect all projects and fire them in the kiln.

**Construction Process:
Optional Session 2 (30 minutes)**

| | ACTIVITY | STEPS | DISCUSSION POINTS |
|---|--------------------|--|--|
| 1 | Decorate | <ol style="list-style-type: none"> Option 1: Cover the surface of the bowl with a colored gloss glaze, or underglaze. Option 2: Turn the bowl over and cover the entire bottom with glaze. Then, use a moist sponge to wipe away the paint leave the glaze in the indented surface of the coils (mishima). This same process can be done on the top surface if scratched designs were added prior to firing. | <ul style="list-style-type: none"> <i>Modification/Variation: Student can paint with colored gloss glazes rather than underglaze and clear glaze.</i> |
| 2 | Clear glaze | <ol style="list-style-type: none"> Once underglaze is dry, coat with clear glaze. Be sure to leave the bottoms of the pieces clean. | <ul style="list-style-type: none"> If there is glaze on the bottom of the piece, it will fuse to the kiln shelf during firing. Sponge bottoms of pieces to ensure no glaze remains. |

Collect all projects and fire them in the kiln.

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| <p>National Core Art Standards:</p> <p>Creating - Conceiving and developing new artistic ideas and work. Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.</p> <p>Presenting - Interpreting and sharing artistic work Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.</p> | <p>Pennsylvania Standards for the Arts and Humanities:</p> <p>9.3. Critical Response B. Describe works in the arts comparing similar and contrasting characteristics. C. Classify works in the arts by forms in which they are found. D. Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.</p> |
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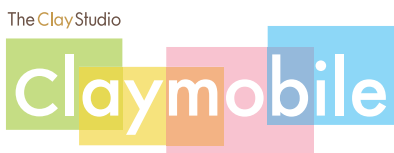
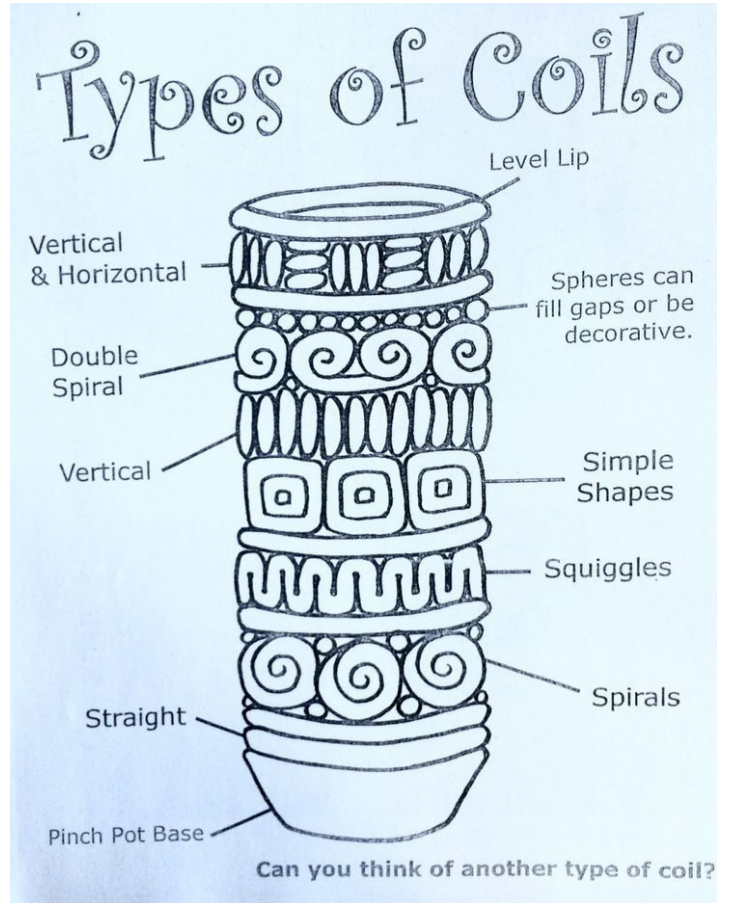


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