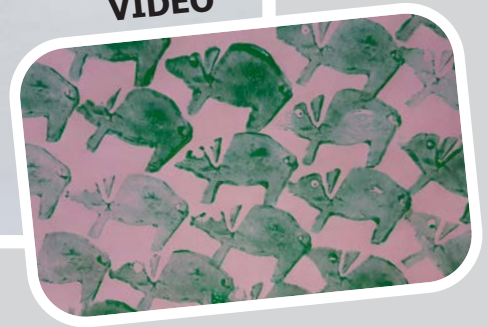


LESSON PLAN 3: Pig with Mayoral Seal - Limerick Museum



VIDEO



Made in the UK by manufacturer called Keltic. Between 1858 and 1939 it was trendy to collect crested figurines. These were called 'crest ware'. This Pig has specific importance to Limerick not only for the seal but due to the fact that Limerick was referred to as Pigtown, as a result of the booming pork trade at the time.

From the Collection at the Limerick Museum.

Resources included in this lesson plan:

- 1** A short stop-motion video that:
 - Describes the Pig and what it was used for
 - Describes the Pigtown era of Limerick city
- 2** A short demonstration video of a local ceramic artist demonstrating how a slip casted piece like the pig would have been made.
- 3** A short video of a teacher in a classroom delivering the lesson to make a pig face from a porridge scoop mould, and the results.
- 4** What's the story? A looking and responding activity which includes a list of questions and printable sausage shapes.
- 5** A short instruction video on how to make slip, to complement the written instructions.
- 6** A short instruction video on how to score and add slip during the clay construction activity.



LEARNING OBJECTIVES

STUDENTS ARE LEARNING:

- Basic construction process of how the ceramic pig would have been made
- Visual literacy skills to describe the different elements of the pig's decoration
- The significance of the Pig as an emblem of Limerick city in the past
- The difference between mass production and hand building ceramic objects

LEARNING OUTCOMES

STUDENTS WILL BE SUCCESSFUL WHEN THEY CAN:

- Use a mould to create a uniform shape in clay
- Apply new vocabulary to describe the ceramic process used to create the ceramic pig
- Create an animal face tile using a mould and joining clay with slip

CURRICULUM LINKS:

Visual Arts:

Strands:

Clay –

Developing form in clay.
Looking and responding.

Construction –

Making constructions

Social, Environmental and Scientific Education:

History:

Strands:

working as a historian, Local studies, life society work and culture in the past, continuity and change over time.

Geography:

Human Environments – pupils learning about the relationship between Limerick city and country in this time period.

KEY SKILLS:

- Constructing an animal face using a mould
- Making a 3D tile in relief
- Identifying tools to best join two pieces of clay together



MATERIALS FOR CLASS

- Air Dry Clay
- Clay Slip
- Acrylics or Poster Paints

- Porridge scoop
- Clingfilm

TOOLS

- Objects from nature for mark making; twigs, sticks, acorns,
- Small lidded containers (strong yoghurt pots with lids)
- Zip lock bags
- Lollipop sticks
- Cocktail sticks
- Paint brushes
- Cutlery - forks / knives / old credit cards cut to sharp edge
- Plastic sheet to work on
- Containers for water
- Plastic mixing bowls
- Old newspapers and/or kitchen roll
- Twine



STEP BY STEP INSTRUCTIONS FOR TEACHER:

Use porridge scoop to create Piggy/Animal faces on clay tile

- Roll out the air dry clay flat to create a tile - size optional
- Use either a wooden spoon, porridge scoop or egg box segment as a mould shape
- Take a small portion of clay, roll into a ball in the palm of the hand
- Using the thumb, create a hole in the centre of the clay
- Push the clay into the mould shape and gently manoeuvre it around until you have an even coverage, being careful not to put too much pressure on the form
- Gently remove the 'head' from the mould and clean the outer edges with a knife
- Place the round clay 'head' in the centre of the tile and create a line around it to mark where the scoring will happen
- Score both the base of clay 'head' and the centre of the tile, applying the clay slip
- When the 'head' is in place, smooth around the base using fingers or a lollipop stick
- To animate the face and create new characters, cut little shapes from new clay and apply on and around the head. Use the top of a paint brush to create eyes and nostrils
- Leave to dry before applying paint

WHAT'S THE STORY? TELLING THE STORY OF THE OBJECT...

INFORMATION ABOUT ACTIVITY:

1. What's the story? Looking and responding activity.

Pupils to use sausage shapes to write answers to questions provided. Use these to create a story thread on a wall or desk. Question the object/deconstruct meaning/come up with research questions about it. Pupils may decorate their shapes as they wish to make a colourful sausage links story thread.



LOOKING AND RESPONDING:

QUESTIONS

- Look at the writing on the Pig: what does it say?
- What do you think it means?
- How old are you?
- Where do you come from?
- Who made you?
- How were you made?
- Why were you made?
- Are you important?
- Who used you?
- What were you used for?
- How are you used now?
- Why have you been kept this long?
- Why do you live in the Limerick Museum now?
- Are you beautiful?
- How are you decorated?
- Are you part of a set?
- What sort of things lived around you?
- What sort of things live around you now?

What's the story? Telling the story of the object.

TEACHERS NOTES:

Looking and Responding:

- **Look at the writing on the Pig: what does it say?** What do you think it means? The writing says "the little pig that wouldn't go". Is this a little joke about the little piggy gong to market nursery rhyme? It is unknown, but an interesting discussion point for children
- **How old are you?** Comprehension of the information from the lesson
- **Where do you come from?** Understanding maps shown and information from the lesson

- **Who made you?** Comprehension from the lesson, using detective skills to consider who in society was the maker of the piece under discussion
- **How were you made?** Answers to include new vocabulary to describe ceramic processes
- **Why were you made?** Be able to describe the purpose of the object based on information from the lesson, using detective skills and imagination to describe why this object was made
- **Are you important?** Pupils to discuss if/why the object is important, why and to whom
- **Who used you?** Using detective skills and information for the lesson to describe this person
- **What were you used for?** Using information from the lesson and detective skills to describe the object's use
- **How are you used now?** Understanding the importance of being on display in a museum/Gallery, using their imagination
- **Why have you been kept this long?** Using their imagination and detective skills to consider how much care it takes to preserve fragile items for 1000s of years
- **Why do you live in the Hunt Museum/Limerick Museum/LCGA?** Considering/discussing why objects are kept on display and why
- **Are you beautiful?** Observing the objects carefully. How long did it take to make? Does it look nice? Would you have this in your house?
- **How are you decorated?** Observing carefully. What processes have been described in the videos. Use new vocabulary to answer this
- **What sort of things lived around you?** Using knowledge of context of the piece describe other objects/people/places around the object. If it was kept on a shelf; what was beside it on the shelf. Was it on the ground? In a house or some other building?
- **What sort of things live around you now?** Using imagination and knowledge of context around the object, describe what lives next to this object now. Are they the same things as 2000 years ago?



TO MAKE AIR DRY CLAY SLIP (SLURRY)

- Shred small pieces of fresh air dry clay - a small cupful, and place in a plastic bowl
- Add approx 2/3 tablespoons of water and leave overnight with a tight lid
- Next day stir gently adding more water if needed. Let it sit for 24 hours, with the lid on
- After at least 48 hours, the mixture can be repeatedly stirred to create a smooth creamy texture
- This is now ready to be used as a 'glue' to bind air dry clay sections together
- If colour is required, divide the mixture equally into 3/4 separate lidded pots, depending on how many colours are needed
- Add either poster paint or acrylic paint to each pot in very small amounts at first. Stir well until the colour emerges. The more colour that is added, the brighter and deeper the tone will be
- Colours can be mixed together as well, such as blue and yellow to make green. Small colour tests are advised before adding to the slip



