

# Apples from Clay

## Artist Study: Gathe Falk

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Matthew Grade 4

### Objectives

- *create many different real textures within various classifications (e.g., rough, smooth)*
- *understand that shapes can be geometric or organic; symmetrical or asymmetrical*
- *understand that forms can be geometric or organic; symmetrical or asymmetrical*
- *demonstrate the ability to perceive visual details, and include details to enhance depictions of plants, animals, people, and objects*
- *expand skills and abilities in using various visual art tools and materials*
- *explore the contributions of visual artists of various eras, locales, and cultures*
- *explore the contributions of Saskatchewan and Canadian artists*



Kirk

Grade 4

### **Materials**

Apples

Clay M325 was used (clay types vary by country, it needs to be a clay with some grog or body to it)

Old Lace pieces

Wooden Sticks

Spooze (Clay, vinegar and white corn syrup mixed to pudding consistency)

Newsprint

Probes (needle cutting tool for clay)

Rolling Pins (dowling pieces work just fine)

Apple stems taken from real apples

Spoons

Materials resource in Saskatoon [www.treesaskatoon.com](http://www.treesaskatoon.com) 664-8733



Kerynne

Grade 4

### **Background Information**

The invention of the Macintosh Apple:

Having previously studied the invention of the apple with my grade 2/3 class I used their work to explain the invention of the Macintosh Apple

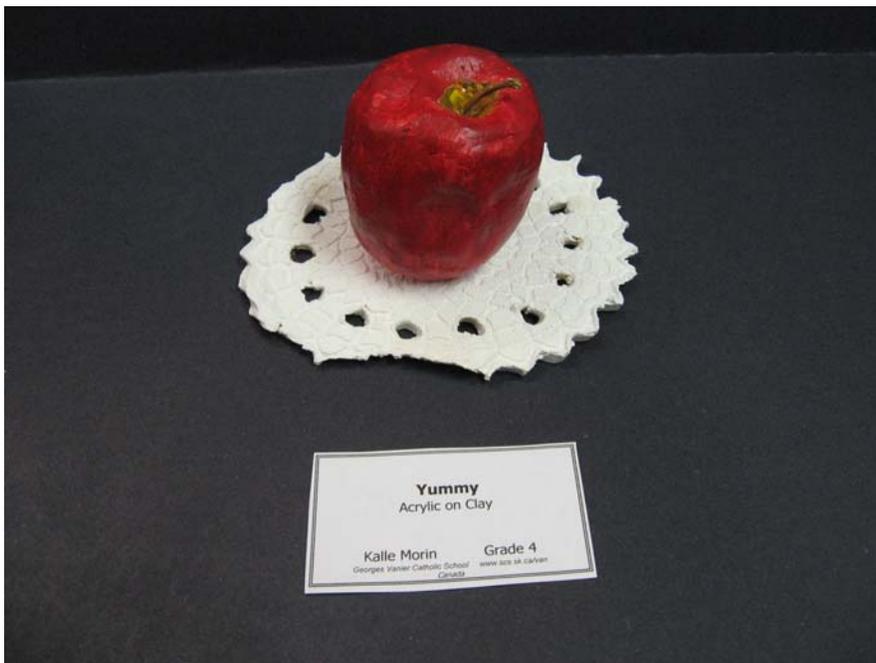
The McIntosh apple is a delicious apple. Here is how it came to be. In 1796, John McIntosh and his wife moved to Ontario. In 1801, five years after moving to their new home, they cleared land for their farm. They found a sapling near their farm and transplanted it near their house. A few years later, the saplings grew into apple trees but the apples tasted sour. A few years later, John noticed a beautiful red apple on the tree and when he bit into it he found it was delicious and juicy. All of the neighbours came by for samples.

Allan, the couple's son, learned how to graft cuttings from the special apple tree to other trees. An apple orchard was born! They called the apples McIntosh Reds because Mr. John McIntosh discovered them.

Did you know that apples are Canada's most valuable and largest fruit crop and of these, the McIntosh apple is the most important? So the next time you bite into a McIntosh apple, remember the

story of John McIntosh and how he discovered Canada's most delicious and juiciest apple.

Gathie Falk <http://www.collectionscanada.gc.ca/women/002026-509-e.html> I have a book on her work from an exhibition and was able to show the children images of her work. I focused on her apples.



Kalle

Grade 4

## Procedure



Marc      Grade 4

### Day 1

The first day in class I wanted the children to focus on the details within an apple. We played a game with a bag of MacIntosh apples. I gave each child an apple and 20 seconds to get to know that apple, to study everything that makes it unique. I then collected them all. In groups of three they were asked to come up to the front and find their apple from the class set. We did it again and again decreasing the time spent on learning our apple. When done the game take the stems out of any apples that may have them, you will need them later.

I then demonstrated how as a society we often miss the details because we are surrounded by symbols of things. The symbol of an apples being the round circle with the leaf on the stem. It is not very often that we buy an apple with the leaf on it and apples are far from round.

Show the PowerPoint that I created with images of many types of apples.

Show the images of Gathie Falks work.

*Introduce the project and explain that we will be creating apples on lace. The lace being a great contrast to the apple because it is so textured and it is very complex as they discovered is the skin of an apple. The entire year at my school has been focused on lace, the reasoning behind this is:*

*Nature provides an abundance of lacelike forms that have been the basis for many manmade objects. Delicate leaves, sea shells, dandelion fluff, butterfly wings all have patterns and concepts that have influenced design and art.*

*Each has a unique pattern that is lacelike and interesting. Repetition and pattern in nature is evident in lace patterns, wallpaper, and even the spokes on a bicycle. Profoundly intricate objects*

*intrigue the human eye and mind. We marvel at the complexity that humans are capable of. We also marvel at the delicateness of the natural world: a dandelion seed or the veins on a leaf cause us to stop and ponder creation and the Creator. All the mathematical terms in the world, bilateral symmetry, repetition, angle, concentric forms, radial symmetry etc sometimes fail to accurately capture the essence something as commonplace as a snowflake. It is sometimes the artist's life long journey to describe the indescribable in a unique and interesting manner. As "creators" in the art studio the children will be drawing upon the things that they see in the world around them. They will be looking at nature's lace and lace-like patterns in manmade objects. The students will be encouraged to look for lace in nature and lace-like patterns in the objects around them*

## Day 2

### **Steps to creating the clay apple.**

1. Make two pinch pots where one is about the size of half an actual apple. Here is a great website with detailed instructions and images [http://pottery.netfirms.com/assignments/assign\\_2.htm](http://pottery.netfirms.com/assignments/assign_2.htm)
2. When the two pinch pots are done fill both with tissue paper. This paper will burn off in the kiln later.
3. Score the edges of both pots and use spooze to glue them together. Using extra clay and the edge of their thumb they should pull the clay so that there is not a crack between the two edges.
4. Using a wooden paddle, paddle the sphere until it smooth.
5. When the apple is smooth shape it so that it is apple form. Using thumb and fingers to create the indents at the top and bottom. Each child brought their own apple for this day to use as a guide for shape.
6. When they have the shape decided they can use the back of a spoon to burnish the apple and make it as smooth as possible.
7. Poke a hole in the apple where the stem is going to be glued in. This is also where the air will get into it to allow the paper to burn off. You CAN NOT fire a closed form, it will blow up in the kiln. This hole should not be much bigger than the size of the probe (clay cutting tool, or a darning needle).
8. The students then rolled a piece of clay flat and selected a piece of lace that they wanted under their apple. They rolled the lace into the clay. To do this they started in the middle and rolled out. If you start at the edge there may be a ripple caused in the lace.
9. The children then cut around the edges of the lace in order to create the shape that they wanted for the bottom.

10. Using spooze glue the apple to the lace. The areas to be glued should be scored first (marks made with the probe/needle tool)

### Day 3

1. When the apples are dry it is very important to make them very smooth.
2. Using a damp sponge the students made their apples as smooth as possible getting rid of all of the blemishes.
3. FIRE THE PIECES

### Day 4

Painting day.

1. Paint the pieces all white, I used regular house paint for this set as it is cheaper than acrylic paint.
2. In order to paint their pieces realistically I decided to use acrylic paint rather than glaze.
3. We again studied apples and looked at the details within the colour.
4. Most students painted a very thin layer of yellow on their apple prior to building up the other layers of colours (oranges, reds, greens, browns).
5. The students used very thin layers of colour watered down so that the other colour beneath could glow through similar to the real look of an apple.
6. When they are dry use glue to attach the stems. I used white glue as the holes created were small enough to hold the stem independently and the glue was just added security.



Brett

Grade 4

## Evaluation

The students in my class help to self evaluate their work and as you can see by the images they were able to create a very lifelike apple piece.