

## Steps for Working on the Wheel

1. Wedge clay and split into 3-5 baseball size pieces.
2. Put on an apron. Fill one bucket with water and place a DRY bat on the wheel.
3. Ensure that the following tools are in your bucket:  
needle tool, sponge, rubber and wooden rib, wooden tool, wire tool.
4. Take your first ball of clay and throw onto center of DRY bat. Pat until mostly centered.
5. Turn the wheel on high, get hands wet.
6. Center clay into cylinder with hands on either side of clay and thumbs on top.
7. A little bit of water a lot of the time. Clay should glisten!
8. Use wooden rib to scrape outside to help you center it. Work at 3:00 position, hold tightly.
9. Once centered, cone by gently squeezing hands together and then pushing back down.
10. Open up a hole using thumbs, leave a 1/2" thick bottom.
11. Using the claw pull, pull sides up and out until desired shape and thickness.  
This will take several pulls, moving slowly  
If you get a spiral, you are pulling up too quickly.  
Sides should be consistently even throughout (no thick bottoms)
12. Putting the finger inside higher than the outside finger makes the pot curve out.
13. If the fingers on the outside are higher than the fingers inside, the pot will curve inward.
14. Check the shape of the piece. Trim with wooden rib to shape foot and remove thick areas.
15. Scrape with metal rib to shape outside.
16. Scrape with rubber rib on inside.
17. Cut off uneven top with a needle tool.
18. Sponge off to remove extra slip.
19. Turn off wheel. Don't touch our piece after the wheel is off!
20. Cut piece off of bat with a wire cutter. (Or allow to dry and pop off bat.)
21. Write your initials on bat with wet clay
22. Put in under bucket (propped up 1 inch) on wheel shelves for two days.
23. Put tools away.
24. Clean wheel and buckets. Do not put excess water in clay bins.
25. When leather hard, take piece off bat and turn upside down.
26. Use small pieces of fresh clay to secure on center of bat.
27. Trim a foot into the bottom.
28. Put your name on the bottom.
29. When bone dry, sand and put in kiln room.
30. Bisque fire, glaze, glaze fire, overglaze, final fire.

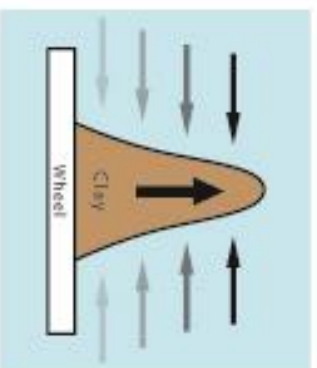
## Tips for Working on the Wheel

1. Your clay should glisten from water on it at all times. If your hands are sticky, you are not using enough water.
2. Keep washing the slip off of your hands as you work. Slip will stick to the pot and tear it.
3. Support your arm by resting your elbow on your knee or the side of the wheel. Keep your hands steadier by keeping them touching at all times. A two point hold is steadier than one.
4. Lock your elbows and shoulders when centering to keep your hands from moving with the clay. Make the clay conform to your hands. This is the only time you really have to press hard.
5. When sponging, hold a clean sponge in one spot and clean off a ring of clay. Clean out your sponge and move on to the next ring. Be gentle and steady.
6. Never try to sponge or touch up your pot after it is off the wheel. It will only make it uneven.
7. The wheel is intended to be used to create round, symmetrical objects. Accidents, however cool you might think them to be, will not be fired or graded.

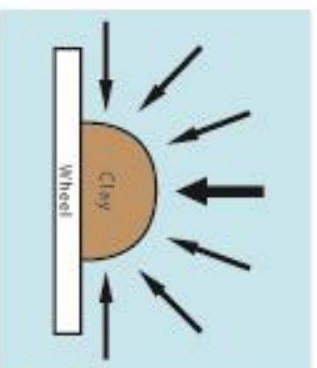
# Wheel Throwing Cheat Sheet

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## CENTERING

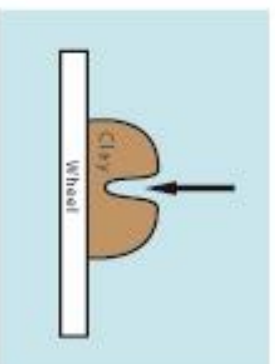


- Throw down clay ball
- Tap to center
- Coning (Pressure on both sides)

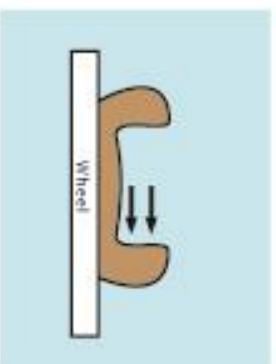


- Cone Down (Pressure from top)

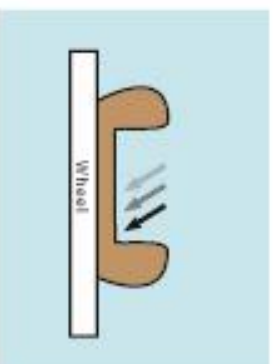
## OPENING



- Press hole into center
- Leave 1/2 in. base

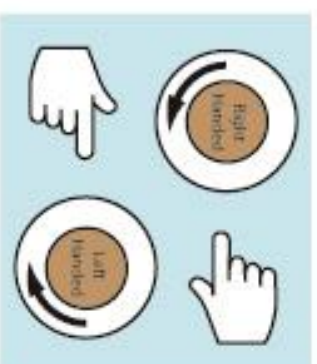


- Pull walls outward

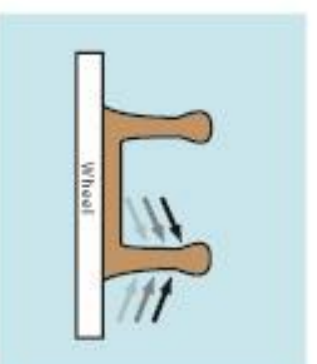


- Compress base to prevent cracking

## PULLING



- Apply pressure only at 3 o'clock (9 for lefty's)



- Squeeze wall and lift, no torquing
- Compress rim after each pull
- Repeat pull and compression
- Even out walls

## TIPS

- Start with well wedged clay
- Sit close to wheel
- Anchor elbows to body
- Brace hands together
- Keep hands wet
- Always remove pressure slowly

## TIPS

- Always support from both sides
- Apply pressure with wet sponge

## TIPS

- Apply less pressure with less surface area as walls become thinner
- Inside hand should be slightly higher than outside hand
- There are many different hand positions, so find what works for you

<p style="text-align: center;"><b>Description:</b></p> <ol style="list-style-type: none"> <li>1. What does this vessel remind you of? (ex: pencil holder, ship, butter dish, etc) Why?</li> <li>2. How would you describe this piece?</li> <li>3. What would you use this piece for?</li> <li>4. How does the vessel physically feel? (texture, weight, size, etc)</li> </ol>	<p style="text-align: center;"><b>Analysis:</b></p> <ol style="list-style-type: none"> <li>1. What elements of Art did the artist use (line, shape, space, form, texture, color)?</li> <li>2. What Principles of Design are used (rhythm, movement, balance, proportion, variety, emphasis, unity)?</li> </ol>
<p style="text-align: center;"><b>Interpretation:</b></p> <ol style="list-style-type: none"> <li>1. What do you think this piece is about?</li> <li>2. How does it make you feel emotionally?</li> <li>3. Would you agree with the choice of glaze colors? Why or why not?</li> </ol>	<p style="text-align: center;"><b>Judgment:</b></p> <ol style="list-style-type: none"> <li>1. Why do you think other people should see this work?</li> <li>2. What would you do with it if you owned it?</li> <li>3. What is worth remembering about this piece?</li> </ol>

Below, choose one question from each box to answer regarding your classmates Wheel Thrown Vessel.

DESCRIPTION:

ANALYSIS:

INTERPRETATION:

JUDGEMENT:

## CERAMICS I - WHEEL THROWN VESSEL

category	1 point	2 points	3 points	4 points
<b>CONCEPT</b>	It appears that little design planning and reasoning has been done, student paid no attention to demonstration and turned in their first attempted wheel piece.	Student had an idea in mind when starting the piece, but only tried throwing on the wheel once or twice before being satisfied with their piece.	Student thought about the project and tried 2-3 times to create different pieces on the wheel and has at least one successful piece.	Student challenged themselves to try 3 or more different pieces on the wheel and was able to execute one in a completely successful way.
<b>COMPOSITION (design)</b>	Student glazed their piece one solid color and did not try to experiment at all with glazing techniques.	Student only used one or two glazes and didn't coat their pot consistently with color. Lots of touch up work or overglaze is needed.	Student used one or two glazes to create a nice looking piece with evenly coated glaze.	The piece is glazed with more than two colors and student has attempted to create texture, patterns, or design in their glazework.
<b>CRAFTSMANSHIP</b>	Craftmanship is very poor. Project looks sloppy and inconsistent and uneven. Project is broken or contains large cracks.	The item has several flaws that detract from the overall look. Vessel is either asymmetrical, has an uneven lip, or has a hairline crack.	The project shows that the creator took pride in his/her work. The item has a few flaws but they are not noticeable. They took their time to sand and finish the piece.	The project shows that the artist took great pride in their work. Student took the time to create a smooth, balanced, and finished piece. Nothing looks too thick or uneven.
<b>CREATIVITY</b>	Student was not very creative, created the simplest solution to the problem. Wheel piece is quite small and unbalanced.	Design is an original idea, but could have been pushed quite a bit further. Project is uneven, sloppy, or unfinished.	The project is an original idea and the artist did a nice job of creating a simple, balanced, well crafted piece. It is great for their first time working on the wheel!	The project is an original idea and the artist used creative solutions to finish their piece. Student has done extra work with either carving or glazing.
<b>Effort</b>	Student did not try in class/Student missed several class periods & didn't make up the work time/Student was working on other things instead of the assignment	Student tried most days in class, but needed reminder(s) to stay on task	Student worked consistently every day and kept their area neat & clean	Student came to class and worked hard every day. Student asked for help/advice and always cleaned up after themselves

**/20 POINTS**