

## BEGINNING CERAMICS - THROWING

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- » This project evolved from the observation of the novice thrower. Many of the words involving the two catastrophic events of volcanoes and tornadoes, seem to describe their technique, and their first days on the wheel.

tornado 1. a violently whirling column of air extending downward from a cloud, and almost always seen as a rapidly rotating, slender, funnel-shaped cloud that usually destroys everything along its narrow path.

volcano 1. a cone shaped hill or mountain, wholly or chiefly of volcanic materials, built up around the vent, usually so as to form a crater.  
(Webster's New World Dictionary)

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1. Have the class discuss the 2 definitions above. Write as many descriptive words, describing the energy forces involved with volcanoes and tornadoes.  
(pressure, explosive, devastating, revolving updraft, convergence, etc.)  
Discuss the two opposing forms and the demon of forces - Centrifugal
2. Thinking in those terms, create two opposite shapes, using the pottery wheel, which convey the form and energy of each phenomena. Be sure to consider surface, either on or off the wheel. Any form of clay may be used to create a desired surface, such as; slip, slurry, dry crumbled clay, throwing cut-offs, etc.
  - » I try to teach throwing on the wheel, with the attitude of moving clay in various directions, such as up, down, expanding out and compressing in. Then we apply this knowledge to exploring form, volume and function (if desired). The students are expected to consider expressing their emotions in the very beginning, allowing me to encourage the frustrated thrower with positive suggestions on their ability to express themselves emotionally. The critique of the works should dwell on the emotions expressed and the process of making — not on technical expertise.
  - » This project is followed by projects that will introduce discipline to the throwing process, such as cylinders, mugs, bowls, etc.(that grueling craft of learning how to make pots).