

# **Ella Baker Art Docent**

## **Handbook**

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# Art Docent Introduction

Thank you so much for volunteering for this program. Art is an integral part of a child's learning and we are excited to have you volunteer for this program. It's truly a joy to watch their faces light up when they complete their art projects and have them up in the hallway, and to see their delight in how their clay pieces turned out.

Deep Space Sparkle (DSS) is a teacher-led program. As the class Art Docent volunteer you support your teacher with this program, helping in the class, and with setup and clean up. Teachers are required to schedule a minimum of 6 DSS lessons, usually spaced about 1 month apart.

Clay is led by Art Docent volunteers. You teach your class how to create and glaze a clay piece. You will schedule with your teacher 2 lessons for clay (one for creating and one for glazing the piece). Each year group creates a specific clay piece that is well documented with instructions for you to use, and training will be offered so you will have the opportunity to create the piece yourself prior to your class. There is no prior clay experience necessary to teach a class, as you will have lots of support in the form of documentation and training, and from your Art Docent lead(s).

*Please be sure you are an approved volunteer in the Lake Washington School District as this is necessary to run a class: <https://www.lwsd.org/get-involved/volunteering-in-lwsd/volunteer-application-process>.*

## Roles and Responsibilities

### Deep Space Sparkle (DSS) lessons

- Consult with the teacher to find out the schedule for DSS lessons.
  - Verify that lessons are NOT scheduled in the STEAM Lab during Book Fair Week (the last week in January).
  - Verify that lessons are scheduled on the STEAM Lab calendar and not just on the ELLA Baker Master Calendar.
- Request for volunteers to help you. Preferably there will be at least two Art Docents per class, but if this isn't possible, request help from the classroom parents to support you with 1 or more art projects (Room Parents can help reach out to the class parents, make use of the teacher's newsletter, a teacher email to all parents, or create a SignUp Genius to send to your teacher). *Reach out to your art docent leads if you are having trouble finding volunteers and they will endeavor to find someone to help you.*

- Make sure you have the supplies that will be needed in advance of lessons. The school is responsible for stocking DSS supplies. Please let your art docent leads know (2 weeks before the class) if something is running low or missing.
- Request for donation supplies that are not supplied by the district as part of DSS:
  - Crayons, scissors, rulers (if needed)
  - Recycled: toilet paper rolls, cardboard scraps, plastic container lids, plastic containers like yogurt cups, plastic cards like used gift cards or tag board scrap.
- Support students during DSS lessons:
  - Work with students during art lessons
  - Help set-up and clean-up (note that the tables do not need to be papered – use the spray by the sink and a green cloth to wipe down the tables. Clean cloths are above the sink, or ask the janitor if you can't find one).
- Make the teachers aware that they should ideally get the artwork from the art room in 48-72 hrs to keep the racks available for other classes.
- Consult with the teacher on their plan, and support needed, to display art work. There are no designated Art Walls. Replace artwork with the most recent lesson.
- Ensure that your teacher keeps DSS art in the big red folder that is stored in their classroom. DSS art should not be sent home with the students. Once DSS artwork has been displayed on the wall for a time, it should be stored in the red folder until after STEAM night that will take place in spring.
- For STEAM night, teachers will ask each student to choose their favorite DSS artwork for display. The plan is for each student to add the title to their favorite artwork, and write a paragraph about why they like it. Teachers should label the art with the student's name, teacher, and grade on the front, so it can easily be returned back to correct teacher after the event. **\*\*Art Docent Leads will coordinate this effort\*\***.
- Over the course of the year, please collect a paper grocery bag for each student in your class. Students will take home all their DSS art in a portfolio at the end of the year. We will use paper grocery bags (with handles) to make these. Training will cover how to make the portfolios out of paper bags. **\*\*Art Docent Leads will coordinate this effort\*\***.

*\*\*See "All About DSS" for more information on Deep Space Sparkle lessons and material preparation\*\**

## Extra Art Lessons

As an Art Docent you can help support your teacher with changemaker projects and other art projects to support the curriculum or classroom work.

You also have the opportunity (optionally) to lead more art classes depending on your bandwidth and the teacher's schedule. The Lake Washington School District (LWSD) art docent page contains some step-by-step, easy to follow, art docent classes, organized by grade level. Since DSS does not teach any 3D form classes, you can find non-clay 3D form classes for each grade here as well. <https://www.lwsd.org/get-involved/parent-community-partnerships/art-docent>

*Note that supplies for these classes must come from the classroom or PTSA. Please do not use DSS supplies for these extra art classes. Please contact your Art Docent leads if you need supplies ordered via PTSA.*

## Clay Lessons

- Instruct the teacher to reserve the STEAM lab for two, 2-hour timeslots (to allow for ample time for setup and cleanup, and to enable at least 1 hour of lesson time). These timeslots should be at least 1 month apart (one for the clay creation lesson and one for the clay glaze lesson) to allow the clay pieces to dry out before firing. Try to avoid scheduling lessons to start at 9:20am (no time for setup) or end at 3:50pm (no time for cleanup).
  - Verify that lessons are NOT scheduled in the STEAM Lab during Book Fair Week (the last week in January).
  - Verify that lessons are scheduled on the STEAM Lab calendar and not just on the ELLA Baker Master Calender.
- Reserve your clay by setting aside a bag in the supply room. Include your name, grade and your teacher's name. Reserved Clay Sheet labels can be found in the Clay folder in the supply room (also towards the end of this handbook for you to print if needed).
  - Reserve your clay 2 weeks prior to your class. If there isn't enough clay, then please send an email ASAP to your art docent leads.
  - Try to set aside any partial bags of clay to use them up.
- Teach the clay class and glaze class with support from one or more other class art docents and your class teacher.
  - Lesson plans are stored in folder in the supply room of the STEAM lab. Please do not take them out of this folder.
  - Plan to either prepare/cut your clay the day before or the morning of your class. Check the STEAM lab calendar with the front office to find out when the STEAM lab is free, so you are not disturbing a class.
  - Arrive early to set up tables with cloth canvas and clay materials.

- Make extra pieces if possible if students are absent, and in case of cracks or breakages when pieces are drying out or after firing in the kiln.
  - Plan to stay after the class to clean up.
  - Note that you are not responsible for firing your own classes clay pieces.
- \*\*See the “All about Clay” section below for more details\*\***

## Time Commitment

You will be working with your classroom teacher to plan one DSS art lesson about every month (total of 6), and 2 clay lessons total (one for clay creation and one for glaze).

- DSS Art lessons range from 40-60 mins. +30-45 mins for setup and clean up.
- 1 hour of art docent training - one time
- 2 hours of clay training - one time
- Clay class lessons are planned for 2 hours (about 60 mins +30 mins either side for setup and clean up), so a total of 4 hours (for clay creation and glaze lessons).

# All About DSS

All the teacher-led Deep Space Sparkle (DSS) lessons can be found in a white binder in the STEAM lab. You can also find these classes in PDF form on the Wilder PTSA website at: <https://wilderptsa.ptoffice.com/art-docent/>.

Your teacher will play a video that explains each lesson step-by-step. You as art docent will have the materials ready for the class, will assist the teacher during the lesson, and clean up the room afterwards. There is no art background needed to help with DSS lessons.

## DSS Material Preparation

Check the STEAM lab supply room a couple of weeks in advance of your DSS lesson to make sure you will have the supplies you will need for the lesson. Since the school stocks DSS supplies, it may take a little time to order supplies. If something is low or missing, please let your art docent leads know in advance.

If your lesson requires watercolor paper, that needs to be cut by an Instructional Assistant (IA), and she needs at least a week's notice. Please email Sheffali and myself at least **a week in advance** if we are low, and we will communicate with the school to get the paper cut by the IA for you.

Please note:

- For lessons that need size 18"x12" watercolor paper, please use 15"x11" paper.
- For lessons that need size 12"x9" watercolor paper, please use 11"x10" paper.

The reason for this is because there is very little paper waste when the 30"x20" sheets are cut down to these dimensions.

Some lessons require you to prepare smaller pieces of construction paper. You have access to the 12" cutter in the Copy Room on the 2nd floor to cut this paper.



# All About Clay

All art docent-led clay lesson documentation can be found in the **blue clay binder** in the supply room on the clay shelves. If this is your first time teaching a clay lesson, you can ask your art docent leads to help connect you with another art docent who is teaching the same lesson for another class in the same grade. You can sit in on and/or help in their clay lesson to learn how to conduct your class.

## Clay Class Projects & Videos

Below is a list of the class projects. Find your class' lesson plan in the blue clay binder in the supply room.

You can also find lots of helpful videos online that will help you to teach your clay classes. Some of these can be played during your class to show step-by-step instructions. For some it may be useful to just play portions of the videos during class.

## Important tips

For classes that roll out a slab (grade 1, grade 2 & grade 4), please give your students the following information:

- Use the rulers as a guide either side of the clay slab while rolling out the clay. Do not let the clay get any thinner than the thickness of the rulers. You will find when students have rolled out their slab and are then adding texture, especially a doily, that they roll out the clay or press it down even more than the thickness of the rulers, so it becomes thin in places. This will cause the slab to crack while drying. Instruct students to add texture lightly so it doesn't affect the thickness of the slab.
- Instruct students to roll their slab in multiple directions. They should pick up their slab and turn it around to roll in the opposite direction. This will prevent the clay from "remembering" one direction and continuing to stretch in that direction as it dries, potentially producing a crack.

## Class Projects

### Grade K: Pinch Pots



<https://youtu.be/c6jqOziQQDA>

### Grade 1: Textured Slabs

For Grade 1 we introduce the concepts of slab rolling and adding texture. You can choose to create a hand-print slab, a tray, a heart-shaped dish, or something similar, then add texture such as a doily.

<https://binged.it/2KEdKyy>

<https://binged.it/2KBqv3N>

### Grade 2: Owls



<https://youtu.be/A5RHNuwJsc0>

### Grade 3: Cupcakes



<https://binged.it/37pqblw>

#### Grade 4: Native American Shields, Totem Poles or Pencil Pots



<https://binged.it/35lo8mH>

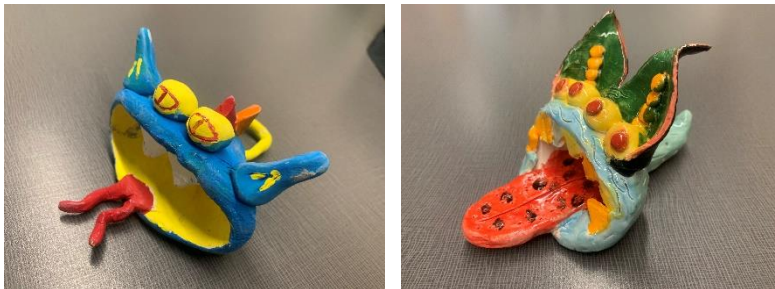
<https://binged.it/2QzjRrT>

<https://youtu.be/M-pC7SA6fxg>

(this one gives information about making a slab pot, but is not the exact pencil pot lesson)

#### Grade 5: Monsters

For this lesson you can decide if you want to use tempera paint, or glaze the monsters. The advantage of tempera paint is that the color students apply will be the color when dry. Also they do not go into the kiln if tempera paint is used, so if you need a quick turn-around, tempera might be best. With glaze, you will get a shiny, bright appearance as long as the students apply at least 3 layers of glaze.



<https://www.youtube.com/watch?v=tqgXaF-A0Ss>

<https://www.youtube.com/watch?v=TfFZd2HwmNM>

## Things You Can Tell Your Class

1. Today we are learning about an ancient art form – pottery! The use of clay to create pottery has been used for a very long time; ancient pottery has been discovered from nearly 30,000 years ago! Can anyone tell me where clay comes from? Yes, it is a natural substance on earth, it is a very fine-grained natural soil – sort of like mud. Some of you may even be able to dig some up in your backyards!

2. Can anyone tell me where you have seen pottery before? In your homes? At school? In museums? Sometimes it is art but often pottery is very practical and something you use every day! (dinner plates, coffee mugs, your bathroom floor even!)

3. The clay that we will work with is soft and malleable. How do you think the clay becomes hard to create your final piece? Yes, we cook it! We use a very special “oven” called a kiln that heats up to extremely high temperatures, this process is called “Firing.” If you are baking cookies in your kitchen you probably heat your oven to about 350 degrees – the kiln will heat your clay to about 1800 degrees! That’s as hot as a volcano!

4. Right now your clay looks gray and once you form this clay into your piece it will be called Greenware. That Greenware piece will sit in this room for about four weeks until nearly all of the moisture has dried out of it. After those four weeks, your piece will be ready for Firing in the kiln. The cooking process takes about 8 hours in the kiln and once it comes out, you’ll notice (show sample) that it turns white, this is called Bisqueware. This Bisqueware is quite hardy and ready for glaze.

5. Once your piece has been fired, it is time to add some beautiful color. The process of painting your clay is called Glazing and we use very special glaze “paints” for this process. Does anyone know what makes glaze different from normal paints? Glaze is made with silica, which is a natural mineral that turns to glass when heated to high temperatures!

6. Now take a look at these two samples (one glazed and fired, one glazed and unfired). Can you see how shiny this piece is? That is because after you finish Glazing your pieces, we are going to Fire it in the kiln again to make it shiny! This second firing actually melts the tiny pieces of glass in the glaze and adheres it right to your pieces, making it shiny and extra durable!

7. So as you can see, the clay process takes a really long time! Your final piece will not actually be ready for nearly two months! Before we get started, let’s go over a couple rules

1. Do not throw clay
2. Do not ever touch anyone else’s clay piece
3. Do not ever “bend” or “fold” your clay piece

**\*\*It is important that the students do not create any air-pockets in their clay; this can sometimes be caused when bending or folding the clay. Remind students not to fold their clay over to make a trapped air pocket – trapped air can sometimes explode inside the kiln.\*\***

8. Let's get started!

## Things You Need To Know

### Clay Creation Class

#### Class Preparation and Teaching Tips

- You will need time before the class to pre-cut the clay for each student. This should ideally be done the day before, but can be done the same day prior to the class. Cut your clay slabs using the boxed and bagged clay and the clay cutters. Refer to the instructions on thickness in the project's documentation as the thickness of the clay will depend on the project (most projects however use 1/2" slabs, or the 2<sup>nd</sup> notch on the clay cutter). For preparing clay for making balls, cut a slab of about 2" and then further cut it into 4 pieces.

**\*\*Be careful not to overcut the pieces, use only what you need. If you open a bag of clay and do not use the entire bag, be sure to remove as much air as possible and SECURELY tie it shut so it doesn't harden. \*\***

**\*\*Be sure to secure the prepared clay slabs/pieces in a plastic bag, and remove as much air as possible to avoid the clay drying out. For slabs, place a piece of plastic between each slab so they don't stick together. For pieces, you can place 4 together on each piece of plastic. Add a small amount of water to the bag to prevent drying (use the spray bottle on the clay shelves), especially if the clay is pre-cut the day before.\*\***

**\*\*You can stick a Reserved Clay Sheet onto your prepared bag of clay and place it somewhere on the left-side clay shelves in the supply room.\*\***

#### Reserved Clay Sheet

Art Docent(s)	
Grade	
Teacher	

- Pick up the kiln cage key from the front office. Keep the key around your neck so it won't get lost. Keep the kiln cage locked at all times, except when putting your classes' clay pieces into the cage after the class. Do not allow any students to go into the kiln cage. **Please ensure to return the key back to the office after your class.**
- Before students arrive, arrange the tables and place a cloth canvas tablecloth over each table. These are stored in plastic tubs by the door in the supply room. **\*\*Please ensure you use white clay cloths for white (grey) clay and red clay cloths for red clay\*\*.**

**\*\*For K-2, consider pre-rolling/forming the clay just prior to the start of class (this is a difficult process for small children and having it pre-rolled allows them more time to focus on their actual project). When rolling it out, place the two rulers one either side of the slab, this will help guide your thickness as you roll out the clay. Do not completely roll out the clay to the thickness of the rulers – leave some work for the kids to enjoy! For making balls, use slightly wet hands to form each 2" piece into a rough ball, but do not make a perfect ball – let the kids try to make it rounder!.\*\***

- Slip should be created ahead of time if needed (most projects can use water as slip). Simply place a small chunk of old recycled clay into a small amount of water and let it soak for about an hour before it is time to use it. The clay will be quite soft and can be mixed to form a slurry that will be used as "clay glue."
- It is recommended to have all materials needed for the class on a table at the front where you are standing, ready to distribute to the students. Do not give out the clay, tools and water/slip until you are ready for them to start on the first step of your class.
- On each desk you will provide a slab/ball of clay, 2 rulers if rolling a slab, and tools required for carving/creating textures. Also provide a cup with about a ¼" of water that can be used as slip. Sponges are not necessary as students can use their finger to apply a small amount of water onto their clay.
- Keep buckets of soapy water near the sink to wash hands and tools in first. **DO NOT ALLOW STUDENTS TO WASH HANDS DIRECTLY IN THE SINK.**
- Depending upon the project, students might need to adhere dimensional pieces to their sculpture. For this they will use the **SCORE, SLIP, PRESS & COMPRESS** process to stick all the pieces together:
  - **SCORE** the surface of the clay by scratching with a fork or skewer (in multiple directions) where the piece will be adhered (both on the piece that will be attached and the surface it will be attached to). If clay is not properly scored, the pieces will fall apart either when drying or during the firing process.

- **SLIP** is EITHER water, or the watered-down clay that you created before the lesson. Apply a little gently to the 2 scored surfaces using a finger.
  - **PRESS** the pieces together to secure the piece.
  - **COMPRESS** by gently smoothing the edges where the piece connects with a scraper, a wooden modeling tool, or a finger.
- Once the student has completed their clay piece encourage them to step away from it before they begin to “overwork” the project. Slip can be used to fix/smooth any cracks.
  - Consider having a table setup with left over bits of clay, to play with once they are finished.
  - Be sure to remind students to GENTLY carve their NAMES (not initials) into their clay piece. For younger students you might want to do this for them so the names are clear. You can instruct them to keep their clay piece at their place.

### After Your Class

Place all the clay pieces into a box and fill out a clay log sheet (see below). Move the box into the kiln cage onto a shelf after the lesson. The pieces will be fired in the kiln once they are dry (about 1 month after your class). After firing you will find your pieces in the supply room ready for glaze.

The log sheets are kept in the front of the blue folder, which is on the clay shelf in the supply room. Please include the class teacher/grade, date and volunteers. Ensure it is attached to the box of clay pieces that need to be fired:

### Clay Log Sheet

Teacher/Grade	
Number of Pieces	
Today's Date	
Planned Glaze Date	
Art Docent(s)	
Cell Phone #	

### Clean-up Instructions

1. **Make sure to securely tie leftover clay.** To avoid hardening of the clay ensure to tie the clay blocks or any leftover clay properly.

2. **Remove cloth tablecloths** - Carefully remove excess clay from the cloth canvas table cloths and put this in the trash, then fold the cloth canvas tablecloths in on themselves to avoid letting clay dust into the air or on the floor. Store them back in the correct plastic tub just inside the supply room (red clay tub or white clay tub).
3. **Wipe off the table with a wet rag** - if you cannot find a rag please ask the janitor.
4. **Do not allow students to wash their hands in the sink directly-** Keep a bucket of water near the sink and have each child wash in the bucket first and then in the sink. If the clay settles at the bottom of the sink, it will clog the drain.
5. **Clean all the tools used in the bucket-** Make sure to clean all the tools used for the project in the bucket first and then in the sink.
6. **Leave the bucket of clay water overnight to settle** - After the clay settles in the bucket, discard the water carefully in the sink without disturbing the settled clay at the bottom of the bucket. This clay can be either used as a slip or be discarded in the trash. *\*\*the janitor can take care of this for us\*\**
7. *Don't forget to lock up the kiln cage and return the key to the front office!!*

## Glaze Class

### Class Preparation and Teaching Tips

- After firing in the kiln, the pieces will be ready to glaze. It is recommended to provide one glaze color per table (2 cups per color, 1/4" of glaze per cup) and set out multiple dedicated blue glaze brushes. Students can CAREFULLY walk from table to table with their piece to switch colors.
- Only use BLUE glaze brushes for clay classes.
- Use up Blick glaze if possible, and use open glaze bottles first before opening a new bottle.
- Use bare tables for glaze classes. Students should be given a paper towel to set their piece on (do NOT use the canvas cloth for glaze classes). They can rotate the paper towel as needed to glaze all sides of the piece.
- Do not allow students to mix glazes, but glazes can be layered on projects after each layer is dry; dark colors prevail.
- Three coats of a single glaze color will create a greater intensity/brightness of color.



- Avoid using black glaze if possible. If you wish to use black, schedule a third lesson.
- Instruct students to not glaze the bottom of the piece, 1/4" from the bottom, or the sides of a slab or flat project.
- Check the bottom of each piece for glaze. If found, wash off thoroughly with a sponge and warm water before placing in a cardboard box on the kiln cage shelving.
- Art Docents can apply a coat of clear glaze to add shine to pieces after the class (if desired and there is time). This can especially be helpful for pieces that are not completely covered with colored glaze.
- The glazed pieces should be placed on a cardboard tray or sheet in the kiln cage. Be sure to throw away paper towels before placing on the kiln cage shelves. They will dry for about 3-5 days before being fired when convenient by the kiln team.

### After Your Class

Place all the glazed pieces into a box and fill out a clay log sheet (see below). Move the box into the kiln cage onto a shelf after the lesson. The pieces will be glaze fired in the kiln once they are dry (about 3 days after your class). After firing you will find your pieces in the supply room ready for pick up/delivery to the classroom.

The log sheets are kept in the front of the blue folder, which is on the clay shelf in the supply room. Please include the class teacher/grade, date and volunteers. Ensure it is attached to the box of glazed clay pieces that need to be fired:

### Clay Log Sheet

Teacher/Grade	
Number of Pieces	
Date	
Planned Glaze Date	
Art Docent(s)	
Cell Phone #	

## Clean-up Instructions

1. **Transfer any unused and unmixed glaze paint back in the container** -If glaze paints are not contaminated with other paint, kindly transfer it back into the containers (Please be sure to wipe any glaze off the lid rims and seals to ensure the lids do not glue shut). Glaze mixed with multiple colors can be poured into the trash, then wipe out the cups before washing.
2. **Keep the blue glaze paint brushes separate** -The tools and blue brushes for clay projects needs to be separated from the other supplies. Kindly keep them on the clay project shelf after drying, and dry them with the bristles pointing up.
3. Use a wet green cloth (above the sink or ask the janitor for one) to clean the tables after the glaze class. A wet cloth prevents glaze dust getting into the air.
4. **Fill in the log sheet** - After the pieces have transferred to either kiln cage for drying or moving the finished projects in the storage room, remember to label properly and deliver to the classroom on time.
5. *Don't forget to lock up the kiln cage and return the key to the front office!!*

After firing, your students' glaze-fired pieces will be placed in a box in the supply room, ready to pick up/deliver to the classroom.

## What To Do If Your Clay Piece Broke?

Yes, it happens to everyone. No matter how careful you are, accidents happen and one poor child's beautiful masterpiece ends up broken. Don't worry – it is not the end of the world! Here are our suggestions to save the student any heartbreak.

The worst breaks typically occur during the greenware stage – this is the time between clay forming and the first fire. (The pieces are extremely delicate and even the slightest touch can break the pieces apart. Please be extra careful during this stage and set your pieces to dry in a box on the shelves in the kiln cage.

If your piece breaks during this stage, just go ahead and have the pieces be fired as they are – broken and separate! Be sure to keep them close to each other in the box so the kiln team know

the pieces belong together. You will glue them together after the glaze firing before giving the piece back to the student.

## How Do I Fix It?

### Seriously Broken or Shattered Pieces

Some pieces are shattered so badly that it is just not feasible to glue them all back together. If this happens to any of your pieces, one option is to allow the child an additional time to recreate their piece. This would involve the student coming in during a recess to recreate their piece and would also need the direct permission of the teacher. This would put the student one month behind on the project.

### Slightly Broken Pieces

If your piece is slightly broken after the bisque fire, the student can glaze the pieces along with their main piece. Keep the pieces next to the main piece in the kiln cage so that the kiln team can keep the pieces all together in the kiln. After the glaze fire you can easily super glue or hot glue it back together before handing the piece back to the student.

# Working With The Kiln (Kiln team only)

Class pieces will be fired twice (one bisque fire, and one glaze fire). The schedule for bisque and glaze fire will be posted in the art room and items will be glazed as per space in the kiln and first in, first out. Bisque and glaze fire will happen every alternate week. We will be trying to consolidate kiln use as much as possible.

If you are interested in joining the Kiln team to help run the kiln, please reach out to your Art Docent lead(s) to see if they need help.

## Unload

- Find a log sheet and boxes of fired projects.
- Check previous firing time and put in the log sheet.
- Unload kiln and put in the labels according to previous log sheet.
- Move boxes to supply room.
- Wipe the clay dust from kiln shelves.

## Load

- Check the projects for date
  - For bisque 3+ weeks ago.
  - For glaze 3+ days ago.
- Load the projects (*See loading instructions in the yellow kiln folder in the kiln cage for tips and pictures of setup*). Leave the Clay Log Sheet labels on the shelves for unloading.
- While loading, fill in the log sheet (projects location).
- Close the kiln, set the program and review after setting.
- Check that nothing is touching the kiln (fire hazard!) and the fan is turned on (black cord on the wall above the kiln – it should be switched on by default).
- Turn the kiln on. The fan should start humming.
- Finish filling in the log sheet (kiln program settings).
- Put the lock on the kiln room door and return the key to the front office.

## Kiln Session Log

<b>Name(s)</b>			
<b>Date</b>		<b>Previous Firing Time</b>	
<b>Shelves (bottom to top)</b>			
<b>Type (Bisque or Glaze)</b>		<b>Speed (Fast/Slow)</b>	
<b>Cone</b>		<b>Preheat (Duration)</b>	
<b>Comments</b>			

*\*\*A printed copy of this sheet will be available in the Kiln room; please let the Art Docent leads know if they are full and need to be replenished\*\*.*

Clay Log Sheet

Teacher/Grade	
Number of Pieces	
Today's Date	
Planned Glaze Date	
Art Docent(s)	
Cell Phone #	

Clay Log Sheet

Teacher/Grade	
Number of Pieces	
Today's Date	
Planned Glaze Date	
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