

Lesson Plan

Title: Three Sculpture Story	Grade Level: 10-11
The Big Idea (Overall Concept): Create three pinch pot sculptures to fit a scene / context	
Description of Lesson (Brief Summary): Students will make three pinch pot sculptures of approximately the same size, shape, texture, and color that work together as a set. They will come up with a story, scene, or context for which they would be used or displayed. They will focus on how the aesthetic design and variations of their sculptures fit with and contribute to their story and context. Final work will be displayed in the school's showcase. Students will personally curate a unique and descriptive presentation of their work. Discussion with partners throughout will help them develop and finalize their ideas.	
Time: 17 x 60 min (3.5 weeks)	
Enduring Understandings: <ul style="list-style-type: none"> • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display. • Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. 	21st Century Skills: <ul style="list-style-type: none"> • Analytical thinking • Problem solving • Communication Studio Habits: <ul style="list-style-type: none"> • Engage and persist • Express • Reflect
Essential Questions: <ul style="list-style-type: none"> • What methods and processes are considered when preparing artwork for presentation? • How to objects, places, and design shape lives and communities? • How do artists and designers determine whether a particular direction in their work is effective? 	Technical Skills: <ul style="list-style-type: none"> • Sketching • Measuring clay • Wedging • Slipping and scoring • Sculpting form and texture • Glazing • Critiquing • Curating
National Core Art Standards: http://www.nationalartsstandards.org/ <ul style="list-style-type: none"> • VA:Cr1.2.IIa - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept. • VA:Cr2.1.IIIa - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. • VA:Pr4.1.IIIa - Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. • VA:Re7.2.IIa - Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. 	

Instruction - daily plan:

Day 1 - Class will begin by watching a video of the story of Goldilocks and the Three Bears. When the video is over, I will begin a class discussion about the bowls featured in the story. What are the differences between these bowls? Why are they different sizes? How does that support the story? What does that tell us about the bears? This will transition into an introduction of the assignment. Students will design and create three pinch pot sculptures and describe a story, scene, or context for them to exist in. Students do not have to create an entire elaborate story plot with a life lesson like Goldilocks, but they can if they're inspired to. At minimum, they will be able to describe one scene and context. For example, for this assignment, all that would be required is, "A family of three bears (one mother, father, and child) are eating porridge in their log cabin in the woods. The three bowls are different sizes because the bears are three different sizes. They are discussing the temperature of their meal." Students may choose to make their story about anything. They could choose a scene from a real event in history, a paranormal science fiction scene, an everyday scene they personally encountered, etc. The scene can be mundane or exciting. Lighthearted and funny or serious. On any planet or no planet. Future, present, or past. The requirements are: there must be a total of three pinch pots that work together as a group, and their aesthetic elements have to fit with their context. Variation between the three sculptures used to support the story is encouraged. For the next 15 minutes, students will write and sketch silently. They will be asked to sketch ideas: sculptures, variations of those sculptures, and the scene they exist in. They will free-write a paragraph addressing important details. Some questions to help inspire and get them started: Where are the sculptures? What time period is it? Are there people? Is anyone eating or drinking out of them? What are they discussing? If they're not being used, but rather just being displayed, where are they? (Someone's home? A gallery?) Who is observing them? What do you hope the audience will notice? How do the aesthetic elements fit with the context? Students will be given 15 minutes of silent writing and sketching. Then I will re-collect the class and explain how final presentations will occur. These projects will all be displayed in a showcase at the school. Students will have creative freedom about how they will present their work. What information is necessary to support their work? What props can they use to help tell their story? A sketch? Comic? Photo? Cloth? Material? Newspaper clippings? Book? Alarm clock? Pinecone? An element of original text must be used. This could be in the form of a descriptive paragraph, speech bubble, thought bubble, etc. Think about its presentation throughout the next week and start bringing things in. We will revisit the process of presentation and create quality final work during the last four days of this assignment. Students will use the rest of the hour (approximately 10 minutes) to write and sketch their ideas silently. A few minutes before class is over, I will tell them the game plan for the next few days. When they come into class tomorrow, they will have 15 minutes of silent work time and then will meet with an assigned partner and discuss their concept. I will come around and meet with them individually. By the end of day 2, they should have their ideas developed and be ready to begin sculpting. Some students may be ready to discuss their ideas with a partner, while others may have homework.

Day 2 - Students will begin class with 15 minutes of silent work time, then will meet with their assigned partners to discuss their project concepts. They will ask questions and challenge each other about how their aesthetic elements and principles match their context and story. Throughout remainder of the hour, they will work independently on developing sketches of their sculptures and scene, brainstorming display props, and writing a cohesive descriptive paragraph. I will meet with students individually to discuss their project with them. When 10 minutes remains, I will stop the class and pass out exit slips. The exit slips will request the following information: Do you have any questions? Does this assignment make sense? Are you ready to begin your sculpture tomorrow? Do you need more time to develop your concept? Does this project interest you? What would help you be successful?

Day 3 - I will begin class by answering any questions or clarifying the assignment, depending on the exit slips I receive. Our goal as a class will be to have everyone clear on their project and begun or ready to begin by the end of the hour. I predict that some students may be ready to begin their sculptures right away, while others will need class time to develop their concept. I will divide the class into three groups - Group 1. Students ready to begin sculpting. Group 2. Students who need more independent work time. Group 3. Students who want to discuss their ideas with others. Within group 3, those students will pair up and discuss their work with each other. I will prioritize my attention toward any students I haven't visited with yet in group 1, because I plan to discuss and understand their concepts before they begin or during their beginning stages. Students in group 1 will set up materials, cut and measure their clay (1/2 lb - 1 lb each sculpture), and begin creating up their work as I make my rounds to them. Throughout class, more and more students will be ready to begin their work. Ideally by the end of class, every student will have a developed concept, have begun working with clay or is ready to begin, and will have spent a few minutes discussing their work with me.

Day 4 - Students will spend the day working on their sculptures. If they began using clay today, they would have seven class periods to complete their three sculptures. Each sculpture should be completed in a little over two hours. Students will be encouraged to work on multiple pieces at the same time like an assembly line in rotation, keeping the resting work moist and covered. This process will help keep the form consistent and assist in making any intentional differences. I will visit students individually to discuss their process.

Days 5 and 6 - Students will begin class by setting up their materials and getting straight to work. The focus at this time will be constructing thoughtful form. They will stay on task and put effort into achieving quality results. At the end of class, they will spray their pieces with water, wrap them in plastic, and clean up the room.

Day 7 - At the beginning of the hour, I will let students know this is the halfway point for sculpting their pieces. They will have this class and three more hours to complete their three sculptures. I will visit students to discuss their process as they work.

Days 8 and 9 - Students will begin class by setting up their materials and getting straight to work. The focus at this time will be adding texture and details. They will stay on task and put effort into achieving quality results. At the end of class, they will spray their pieces with water, wrap them in plastic, and clean up the room.

Day 10 - Students will have the hour to add final details to their work. All three sculptures are due at the end of class. Students will place them on the shelf to be fired in the kiln.

Days 11 and 12 - Students will use these days to glaze their sculptures. They are already familiar with the processes of glazing and colors available. By the end of day 12, their glazed work will be put on the shelf ready to be heated in the kiln.

Day 13 - Students will collect their final sculptures. I will revisit the concept and requirements of presenting their work and answer any questions. They will work with laptops to finalize their descriptive paragraphs. They will figure out any extra props they want to present with their work. Printers and photo printers will be available resources. They will work on any sketches or materials used to help convey their story.

Days 14 and 15 - Students will continue their unique processes to curate their showcase presentations. I will walk around and work with students individually. They should work toward completing a final display.

Day 16 - At the beginning of class, students will set up their displays at their tables in the classroom. They will be paired with with a partner who doesn't know the story of their work. They will evaluate each others work silently, with no explanation. Students will discuss what they think each others story is, and reflect upon how any changes can be made to depict a more accurate and intentional presentation of their story. Students will have the rest of the day to make final touches.

Day 17 - Students will use class time to set up their displays in the showcase and make last minute final touches. They will photograph their final work and upload their best photos to google drive.

Resources: (Websites, Books, Music, etc...)

- Goldilocks video:
 - <https://youtu.be/f4pBEIqFgEY>
 - Image for presentation: <http://1.bp.blogspot.com/-641szAlyK34/UzZFpEMzfJI/AAAAAAAAABV4/p7qc9iUpYDs/s1600/bowls-with-oatmeal.png>

Materials Needed:

- Earthenware clay
- Spray bottles
- Plastic wrap
- Wooden platforms
- Clay cutting knife
- Textures (toothbrushes, sponges)
- Kiln
- Glazes
- Cups for water and glazes
- Paintbrushes
- Sponges and sinks for cleanup
- Printer
- Individual presentation resources

Evaluations:

Formative

- Sketchbook assignment (days 1 and 2)
- Exit slip (day 2)
- Partner (day 2)
- Partner discussion (day 16)
- Working with students individually (days 2-17)

Summative

- Final display (day 12)