

## Lesson Plan

<b>Title:</b> Local Animal Ceramic Sculpture	<b>Grade Level:</b> 10-11
<b>The Big Idea (Overall Concept):</b> Investigate local wildlife through sculpture	
<b>Description of Lesson (Brief Summary):</b> Using creative and curious approaches to artmaking, students will learn about their local natural environments. Michigan has a wide range of wildlife biodiversity; for this lesson students will have the choice of focusing on a bird, fish, mammal, amphibian, or reptile. Learning about local fauna helps students build an aesthetic and empathetic awareness for natural forms, textures, and colors. Through this multidisciplinary project, students will research an animal of their choosing, depict it as a ceramic sculpture, and informatively present it to the class.	
<b>Time:</b> 18 x 60 min classes (3.5 weeks)	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the natural world.</li> <li>• Visual imagery influences understanding of and responses to the world.</li> </ul>	<p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Analytical thinking</li> <li>• Communication</li> <li>• Ethics, action, and awareness</li> </ul> <p><b>Studio Habits:</b></p> <ul style="list-style-type: none"> <li>• Engage and persist</li> <li>• Develop craft</li> <li>• Observe</li> <li>• Reflect</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does creating art enrich people’s lives?</li> <li>• How does making art attune people to their surroundings?</li> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> </ul>	<p><b>Technical Skills:</b></p> <ul style="list-style-type: none"> <li>• Research and investigation</li> <li>• Design sketching and ideation</li> <li>• Wedging</li> <li>• Sculpting form and texture</li> <li>• Slip and scoring</li> <li>• Glazing colors intentionally</li> </ul>
<p><b>National Core Art Standard’s:</b> <a href="http://www.nationalartsstandards.org/">http://www.nationalartsstandards.org/</a></p> <ul style="list-style-type: none"> <li>• VA:Re7.1.1a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</li> <li>• VA:Re8.1.1a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</li> <li>• VA:Cn10.1.1a - Document the process of developing ideas from early stages to fully elaborated ideas.</li> <li>• VA:Cn10.1.1a - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</li> </ul>	

### **Instruction - daily plan:**

Day 1 - Introduction (30 min) / computer lab (30 min)

I will begin the class with a powerpoint introduction detailing the assignment. Students will be handed out paper instructions so they can take notes and follow along with my lecture. I will explain how this lesson is broken up into four parts - Researching, Sculpting, Glazing, and Presenting. We will begin part one: Researching. Our class will work in the computer lab for the remainder of the hour so they can pick an animal and do their sketchbook assignment. For their sketchbook assignment, they will need to document the following:

- Print one color image of the animal, cut and glue into your sketchbook
- Sketch the animal in three different positions
- Document lifestyle facts: diet, predators, prey, mating habits, living habitat
- What are some interesting facts about this animal?
- What is something you didn't know?
- Use the elements and principles to describe the aesthetic
  - Line, shape, form, color, texture, space, value, pattern, contrast, emphasis, balance, proportion / scale, harmony, rhythm / movement

Day 2 - Students will meet in the computer lab to continue working on their research. I will walk around to ask questions and interact with their progress.

Day 3 - Students will meet in the classroom to begin part two: Sculpting. Their research and sketchbooks will be complete, but laptops will be rented for the room if students were absent or need more time for any reason. I will begin the class by giving a brief presentation about things to consider while sculpting their animals. Emphasis and reminders will be given about the topics of:

- Wedging the clay properly
- Paying attention to the width of their work (making sure to hollow out the form so they're not more than 1 inch thick in any area)
- Beginning with the overall form and adding texture later on
- Using resources and being experimental to create accurate textures
- Keeping proportion in mind

Students will set up their work stations and begin working on the form of their sculptures. I will walk around and discuss size, form, proportion, process with them individually. At the end of class, they will spray their work, wrap it in plastic, and clean up the room.

Day 4 - Students will continue working on their sculptures, using creative problem solving to depict accurate beginning forms. Attention will be given to maintaining proportion, making sure the clay is never more than 1 in thick, and ensuring that any pockets of air have an outlet. I will round the room and work with students individually about their progress. At the end of class, they will spray their work, wrap it in plastic, and clean up the room.

Days 5 and 6 - Students will begin class by setting up their materials and getting straight to work. I will round the room and work with students individually about their progress. At the end of class, they will spray their work, wrap it in plastic, and clean up the room.

Day 7 - Students will progressively begin to make their sculpture more finely detailed. As they work on detail, they will also begin making multiple small sample 2x3 in slabs depicting the different textures they're using. These will be fired early so they can experiment with different glazes. They will continue making at least six samples over the next few days.

Day 8 - Students will begin class by setting up their materials and getting straight to work. I will round the room and work with students individually about their progress. At the end of class, they will spray their work, wrap it in plastic, and clean up the room.

Day 9 - Students will continue working on their sculptures. A minimum of 6 small texture samples will be turned in by the end of the hour (with their names and sample number (ie. James 1; James 2; James 3) on the back!)

Day 10 - We will take a one-day break from our sculptures to focus on glazing. I will begin the class with a presentation about part three: Glazing. I will explain how the intention of this assignment is to create accurate and interesting colors depictions. Students will find their texture samples and apply three layers of glaze on each. They will experiment with different glazes and document what glazes they used in their sketchbook (ie. Sample 1 - three layers of glaze #14, Sample 2 - three layers of glaze #4, etc). The intention of this mini project is to help them make more informed decisions for their final glaze. Completed glazed samples will be due at the end of the hour.

Days 11 and 12 - Students will begin class by setting up their materials and getting straight to work. I will round the room and work with students individually about their progress. At the end of class, they will spray their work, wrap it in plastic, and clean up the room.

Day 13 - Students will put their finishing touches on their sculptures. By the end of class, all work will be ready to be fired in the kiln. Students will put their completed work on the shelf to dry out and will clean up the room.

Day 14 - I will begin class with a very brief overview and handout explaining part four: Presenting. I had mentioned the basics of what students will present during the first day introduction, so this is just a reminder. Everyone will verbally present their work to the class for an informal critique. They will present the following information:

- Animal name
- One interesting fact about the animal
- One major element or principle that influenced your aesthetic
- Something that turned out well
- Something you learned through the process of creation

Following that overview, I will lead the class into the task for the next three days: final glazing. Students will find their glazed texture samples and set them out on their desks next to their sketchbook page that lists which glazes they used. Students will walk around the room looking at everyone else's glazed tiles, drawing inspiration and knowledge. They will find their sculpture, pick out the glazes they want to use, and begin working.

Day 15 - Students will begin class by setting up their materials and getting straight to work with glazing. I will round the room and work with students individually about their progress. At the end of class, they will clean up their materials and the room.

Day 16 - Students will be finished with glazing by the end of the hour. Completed sculptures will be placed on the shelf to be fired in the kiln. Students will clean the room.

Days 17 and 18 - Final presentations and discussion will last the entire two class periods. Students will present their work to the class, explaining detailed information about it (see bullet points on day 14). Immediately after their work is presented, peers will have the opportunity to make a few comments about it as an informal critique.

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

- Department of Natural Resources (DNR) Website
  - <https://www.michigan.gov/dnr>
- Wikipedia “List of Fauna in Michigan”
  - [https://en.wikipedia.org/wiki/List\\_of\\_fauna\\_of\\_Michigan](https://en.wikipedia.org/wiki/List_of_fauna_of_Michigan)

**Materials Needed:**

- Computer lab and color printer
- Sketchbook and pen/pencil
- Scissors and glue (to put printed image in sketchbook)
- Earthenware clay
- Spray bottles
- Plastic wrap
- Wooden platforms
- Clay cutting knife
- Textures (toothbrushes, sponges)
- Kiln
- Glazes
- Paintbrushes
- Sponges and sinks for cleanup

**Evaluations:**

## Formative

- Sketchbook entry is completed with all criteria assigned (days 1 and 2)
- Six texture samples are completed (days 9 and 10)
- Working with students individually (days 1-16)

## Summative

- Final project is presented to the class (days 17 and 18)