

## Lesson Plan

<b>Title:</b> Realistic Tree Bark Texture Slab	<b>Grade Level:</b> 10-11
<b>The Big Idea (Overall Concept):</b> Mimic natural forms to inspire knowledge of the world	
<b>Description of Lesson (Brief Summary):</b> Students will detail one 6x8 in slab of earthenware clay to mimic the realistic forms and textures observed from tree bark. Glazes will be used to depict accurate natural colors. Sculpting from observation helps students to grow intellectual awareness about the environment and teaches how we can evaluate all visual culture through the lens of elements and principles. This project is intended to give students a greater awareness of the detailed forms, shapes, textures, and colors surrounding them in everyday life and investigate the meaning of those aesthetics.	
<b>Time:</b> 8 x 60 min classes (1.5 weeks)	
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Visual imagery influences understanding of and responses to the world.</li> <li>• People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li>• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> </ul>	<b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Analytical thinking</li> <li>• Creativity</li> <li>• Ethics, action, and accountability</li> </ul> <b>Studio Habits:</b> <ul style="list-style-type: none"> <li>• Develop craft</li> <li>• Observe</li> <li>• Reflect</li> </ul>
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do images influence our views of the world?</li> <li>• How does making art attune people to their surroundings?</li> <li>• How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>• What is the value of engaging in the process of art criticism?</li> </ul>	<b>Technical Skills:</b> <ul style="list-style-type: none"> <li>• Wedging</li> <li>• Rolling and cutting slabs</li> <li>• Slipping and scoring</li> <li>• Detailed observation</li> <li>• Sculpting form and texture</li> <li>• Glazing colors intentionally</li> <li>• Critique and self-reflection</li> </ul>
<b>National Core Art Standard's:</b> <a href="http://www.nationalartsstandards.org/">http://www.nationalartsstandards.org/</a> <ul style="list-style-type: none"> <li>• VA:Cr2.1.11a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</li> <li>• VA:Re7.2.1a - Analyze how one's understanding of the world is affected by experiencing visual imagery.</li> <li>• VA:Re7.1.11a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</li> <li>• VA:Cn10.1.11a - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</li> </ul>	

**Instruction - daily plan:**

Day 1 - Introduction and demo (40 min) / work time (20 min)

Students will walk into class and observe many different 6x8 pieces of real wood with tree bark attached placed on their tables. I will begin class with a VTS exercise by asking them what they notice about the pieces of bark - textures, colors, forms, notches, lines, and even smells. I will ask what questions the students have about the pieces of bark. This will lead into a brief powerpoint presentation introducing morphology of tree bark (lichen, lenticels, resin, cork) and how you can identify tree species based off of their bark. They will not be tested on this material. The presentation will lead into the assignment and introduce the medium to them. They will create one detailed 6x8 ceramic slab featuring the realistic forms and colors of the tree bark piece of their choice. I'll introduce and demonstrate the concepts of wedging, slipping and scoring, and using different tools to add texture. Using a projector, I will give a live demonstration of how to begin this project - first, observe from life and sketch the outlines directly onto the clay, then add and reduce the form, and finally sculpt more intricate detail. After the presentation, students will use the remainder of the hour to roll and cut their slabs to be 6x8 in and 3/4 in thick. If time remains, they will begin by drawing an outline sketch onto their first slab, and developing their reduction and addition of form. At the end of class, they will spray their pieces with water, wrap them in plastic, and clean up the room.

Day 2 - Students will begin class by setting up their materials. They will reference the same tree bark piece as the day before and throughout this project. Students will work on the beginning stages of sketching onto their slab and adding and reducing form throughout the hour. I will visit tables to observe and engage with their progress. At the end of class, they will spray their pieces with water, wrap them in plastic, and clean up the room.

Day 3 - Students will begin class by setting up their materials and getting straight to work. At some point in the middle of work time, I will stop the class and ask them the following questions: 1. What is going well with your process? 2. Are you having any challenges? 3. Can a few volunteers please show their work on the projector and explain how they are building their form or texture. This will help students get on the same page and help each other out with their processes. Students will continue working throughout the hour. At the end of class, they will spray their pieces with water, wrap them in plastic, and clean up the room.

Day 4 - At the beginning of class, I will announce to students that they have this hour and two more classes to complete sculpting the form and details of their clay. At this point, students will have built a solid foundation of their form and are beginning to add more detailed textures. I will visit tables to observe and engage with their progress. At the end of class, they will spray their pieces with water, wrap them in plastic, and clean up the room.

Day 5 - Students will begin class by setting up their materials and getting straight to work. I will visit tables to observe and engage with their progress. At some point in the middle of class, I will ask students to stand up and walk around the room to observe the work of their peers. They will notice the different methods their peers are using to add details and they will be encouraged to ask questions. At the end of class, they will spray their pieces with water, wrap them in plastic, and clean up the room.

Day 6 - Students will have the hour to add final details of their pieces. At the end of class, students will put their completed work on the shelf ready to be placed into the kiln.

Day 7 - Glazing introduction (5 min) / work time (55 min)

Students will enter the room, find their bisque fired pieces, and bring them to their seats. I will begin the class with a powerpoint lecture introducing glazing basics (don't glaze the bottom, add three layers of glaze on every area) and the assignment requirement of depicting the realistic color. I will introduce the glazes we have available and present the many samples that show how those glazes turn out on different textures. Students will spend the hour picking out colors and glazing their pieces. At the end of class, all work will be completed and placed on the shelf to be fired in the kiln.

Day 8 - We will engage in a silent critique of peer work (35 min) and personal work (25 min). Final pieces will be displayed around the room paired next to their original piece of tree bark and their sketchbook open to a blank paper with their name at the top. Each student will walk around the room silently observing and evaluating the work of their peers. Using a pen or pencil, students will write constructive comments next to as many pieces as they can. Their critique will consider the following questions: What did this artist do well? How is this work successful at depicting realistic form and/or color? How could the artist improve their work for next time? What questions do you have? Students will sign their name or initials after each critique. For the last 25 minutes of class, students will return to their seats and silently read and reflect on their peers' responses to their work. In their sketchbooks, they will write a critique of their own work evaluating the following questions: What did I do well? How is my work successful at depicting realistic form and/or color? How could I improve for next time? What questions do I have? What did I learn? What surprised me? What challenges did I encounter? What responses (thoughts and feelings) do I have toward this project? What other textures would be interesting to investigate through sculpture? How do I see tree bark differently? How do I see the world differently? Sketchbooks will be turned in at the end of the hour (or the next day if they need more time and need to finish as homework).

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

- Examples of final work:
  - <https://www.pinterest.com/pin/395261304775290902>
  - <https://www.pinterest.com/pin/798333471422819604/>

**Materials Needed:**

- 6x8 tree bark pieces
- 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
- Projector for powerpoint and live demonstrations
- Sketchbook and pen / pencil

**Evaluations:**

## Formative

- VTS with tree bark (day 1)
- Full-class verbal assessment discussion (day 3)
- Visiting tables to interact with students (days 1-7)

## Summative

- Silent critique (day 10)