

Lesson Title: Introduction to 3-D. Basic Shape change Sculpture

Goals and Objectives:

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- I would like the students to learn their neighbors name and take their artistic advice.
- I would like the students to create an original sculpture using the 3 shapes discussed.
- I would like the students to learn the vocabulary relating to the materials, the techniques and the methods we are using.
- I would like the students to be able to explain what the 9 elements of 3-D art, and how they utilized them in their sculpture.

Objectives:

- The students will explain the artistic processes from start to finish.
 - o Creative Expression and Communication 9:4
- The students will create an original artwork using 3-D materials that show the development of a personal style.
 - o Creative Expression and Communication 10:1
- The students will explain how form and media influence artistic decisions.
 - o Analyzing and Responding 9:2
- Use appropriate vocabulary to define and describe the techniques, materials and methods used in creating their sculpture.
 - o Analyzing and Responding 9:4

Materials:

- Sketchbook
- Pencil
- Worksheet
- Clay
- Slip
- Glaze
- Paintbrushes
- Kiln
- Canvas boards
- Various clay tools
 - o Such as hollowing tools, carving tools, etc.
- Various clay machinery
 - o Such as slab roller, the extruder, etc.

Methods and Activities:

- Introduction/"Pop Quiz"
 - o The students will be given a piece of paper and a pencil. I will tell them they are having a pop quiz and all they have to do is draw what I draw on the board. I will draw a square, a circle and a triangle.

- We will discuss why there is something wrong with what I drew (it is 2-D and we are in 3-D), so I will draw a cube, a rectangular cube, a sphere, a cylinder, a pyramid and a cone to show how those 2-D shapes become 3-D (the students are still drawing what I draw).
- Introduction to assignment/sketches
 - When we are done, I will pass out the worksheet, which has everything we just did on it. They will look down and see an example when I tell them that we are making a sculpture that has to use 3 of the 3-D forms we just made on the board. We will make a class sketch for what they you do.
 - They will have the rest of the day to finish up their sketches. What they don't finish will be homework. **End of Wednesday**
 - The students will have 15 minutes at the beginning of class to finish up. When we have finished the sketches, the students will pass their sketches around their table and each person will sign the one they liked and tell why they liked it. This is a means for them to learn their classmate's names and get some ideas.
- Introduction to materials/PowerPoint
 - When we have finished the sketches, and the peer critique, The students will spend the day planning their sculpture in detailed sketches in color. **End of Thursday**
- Planning
 - I will introduce the material – Clay. We will go around the room and show them where everything is and how to use the machinery (the slab roller, the extruder, etc.). **End of Friday**
- Work Days
 - The students will have a while to finish (play be ear, approximately 2 weeks).
- Glaze Notes
 - When they are getting close to finishing, I will go on to glazes. I will give a PowerPoint about the different types of glazes, and take another tour of the room to shown them where everything they need is located. I will give a demonstration of glazing techniques.
- Firing/Glazing
 - The students will have 1 more week to fire/glaze then re-fire their work. They will be graded on a rubric located at the end of this plan.
- Test
 - When everyone has finished, we will have a test covering everything Clay related.

Assessment:

- Pre:
- The students will fill out a student interest survey at the beginning of the class.
- The students will take the “pop quiz” to determine their prior knowledge and to introduce the assignment.

Formative:

- The students will create a sculpture, keeping in mind their initial drawings, the 9 elements, and the requirements on the rubric.

Post:

- The students will take a test relating to Clay.

Worksheets and Rubrics:

Rubric:

Shape changing Sculpture	Points out of 20	Comments
Follow through with Plan: Is the students addressing the problem posed? Did they develop and follow through with their sketch		
Glazing: Does the glaze fit in with the design of the project? Is it fully covered?		
Craftsmanship: Is the work appropriate to the style? Attention to detail?		
Work Habits: efficient use of time, asking questions and recording thoughts. Experimenting.		
Design: 9 elements		
Total:	/100	