

Lesson Title: Narrative Ceramics - Coils

Goals and Objectives:

Goals:

- The students will link art to literature.
- The students will create a vessel using coils.
- The students will tell a story with their vessel.
- The students will participate in a peer critique using the 2 stars and a wish method.

Objectives:

- The students will describe various sources (i.e. the story) visual artists use to generate ideas for artworks.
 - o Academic Content Area Historical, Cultural and Social Context 10.6
- The students will trace the origin of imagery and metaphor in art and demonstrate the use of these visual devices in their artwork.
 - o Academic Content Area Creative Expression and Communication 10.3
- The students will apply methods of art criticism in writing and talking about works.
 - o Academic Content Area Analyzing and Responding 10.2
- The students will explain the commonalities between art and language arts.
 - o Academic Content Area connections, Relationships and Applications 10.3

Materials:

- Porcelain Clay
- Black Slip
- Sharp Etching tools

Methods and Activities:

Day One (February 11)

- I will give the students the assignment to find or write an abstract story that they could represent in pictures.

Day Two (February 19)

- The students will have to create 3 sketches of their story and ways that they can represent it.
- They should also be thinking about the type of vessel they will create.
- I will create a movie to play on the screen for the week of narrative vessels.

Day Three (February 20)

- I will give a brief demonstration of coil building and show them how to create different types of vessels.
- I will pass around a book about an artist who works solely in this method as well as have a movie playing with a slideshow of his work and others that are similar.
- They will have the remaining time to work.

Day Four – Ten (February 21 – February 29)

- The students will have this time to create their vessel and let them dry.
- They will dry over the weekend for the next stage.

Day Eleven (March 3)

- The students will dip their bone-dry vessel into the black slip.
- It will dry over night.
- Mr. Young will talk about their homework for their next wheel assignment, which they can work on after they dip their vessel.

Day Twelve – Nineteen (March 4 – 13)

- The students will have this time to carve their story into the black slip and get their vessel fired.
- When they are finished they will begin working on their wheel project.

Day Twenty (March 14)

- The vessel must be done for a peer critique where we will share the story of each vessel.

Assessment:

Pre:

- The students will write a story then represent it in pictures (in a pen drawing).
 - o The students will get a ball of clay to make coils and attach them with me while I give the demonstration.
- The students will participate in a discussion about coil building as well as on narrative pottery.

Formative:

- The students will create a coil vessel using the techniques shown to them.
- The students will translate their story into an (essentially) etching on their vessel.

Post:

- The students will turn in their completed vessel that is coil built and tells a story.
- Their story must be easily recognizable in the peer critique.

Additional Materials and Rubric:

Coil Building Vessel	Points out of 20	Comments
Follow through with Plan: Is the students addressing the problem posed? Did they write a story? Did they develop and follow through with their sketch?		
Narrative: Did the student successfully translate their story into pictures?		
Craftsmanship: Is the work appropriate to the style? Attention to detail? Follows steps?		
Work Habits: efficient use of time, asking questions and recording thoughts. Experimenting.		
Design: 9 elements		
Total:	/100	