

Lesson Title: Abstract Figurine Paper Clay

Goals and Objectives:

Goals:

- The students will build a sculpture in the basic form of a figure using paper clay.
- The students will learn about paper clay sculptors Giacometti and Graham Hay.
- The students will make paper clay.
- The students will come up with 6 ideas for the sculpture and record where and how they came up with the idea.
- The students will develop ways of making the desired affect by using the specific qualities of the paper clay.
- The students will explain to me how the physical qualities of the paper clay influenced their decisions.

Objectives:

- The students will describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) visual artists (themselves) use to generate ideas for artworks.
 - o Academic Content Area Historical, Cultural and Social Context 10.6
- The students will use available technology (e.g., digital imagery, video and computer graphics) as a tool to explore art techniques and to express ideas
 - o Academic Content Area Creative Expression and Communication 9.2
- The students will make informed choices in the selection of materials and techniques to achieve certain visual effects.
 - o Academic Content Area Creative Expression and Communication 9.3
- The students will explain how form and media influence artistic decisions.
 - o Academic Content Area Analyzing and Responding 9.2
- The students will distinguish the aesthetic qualities in works of art and determine how the artist achieved the effect.
 - o Academic Content Area Valuing the Arts/Aesthetic Reflection 9.1

Materials:

- Paper Clay
- Wire – heavy gauge
- Wire Mesh
- Yarn
- Other objects the students bring in to incorporate into their sculpture

Methods and Activities:

Day One (February 4)

- I will give the students a homework assignment to come up with 6 textures and burnable material that they can use to create those textures.

Day Two (February 11)

- I will give the students the assignment to come up with 3 abstract figure poses for their sculpture.

- While they are working, I will play a slideshow that I made with images of examples of what they are going to do.

Day Three (February 13)

- The figure sketches are due.
- The students will make a list of all that they know about clay, which I will write on the board in a Venn-Diagram. We will discuss the differences between ceramics clay and paper clay. We will talk a little about paper clay – its physical properties and how it differs from ceramics clay, which will also be added to the Venn-diagram.
 - o We will work together as a class to make our paper clay.

Day Four (February 14)

- As we are letting the paper clay set up, I will give a presentation of what we are going to be doing for the project and give examples in a slideshow.
- The students must choose which of their 3 figure sketches and begin making it out of wire.

Day Five (February 15)

- The students will finish their wire figures.

Day Six - Fourteen (February 19 - 29)

- As soon as the students are finished with their wire figure, they can begin building it up with clay to get the basic shape.
- When they are confident of the shape, they can start adding texture with their burnable materials and putting on the finishing touches.
- The pieces will dry over the weekend

Day Fifteen (March 3)

- Firing

Day Sixteen – Twenty-Four (March 4-14)

- When the pieces come out of the kiln, they need to repair it - they can sand it down to make it smooth, or leave in the texture they created.
 - o Since paper clay is very beautiful unglazed, they may not wish to glaze them.
- Post Assessment Contest (March 14)
 - o Each student will vote on the sculpture they liked best (on paper), and write a sentence about why it's the best.
 - o The one that wins will get \$20 Monopoly Money.

Assessment:

- Pre:
 - The students will do a modified KWL chart for clay – but the point of this is to demonstrate the differences between ceramics clay and paper clay.
 - The students will think about and draw 6 sketches in which they research textures of burnable objects – such as wood, paper, bamboo blinds, yarn, etc.

- Formative:
 - The students will create the paper clay for their projects following my instructions.
 - The students will answer questions regarding how paper clay is different from ceramics clay and the ways to create a figure using paper clay.

Post:

- The students will complete an abstract figurine using paper clay and wire which follows the requirements set forth on the assignment page and rubric.

Additional Materials and Rubric:

Paper Clay Figure	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?		
Abstraction: Did the student successfully create an abstracted figure? Does their texture make sense?		
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	