

Title: Symbolic Clay

Vessel

Curriculum Art

Grade Level Span _ 9 - 12

Purpose: Students design and produce a symbolic vessel using a variety of resources to define personal cultural and historic symbols. Choice of technique (pinch, coil, slab, wheel and combination) appropriate to design and skill.

Description: In this project, students will use a variety of resources in research, including print, Internet, interview and introspection to create a personal ceramic vessel. Presentation of research and the final ceramic product and artist statement are assessed.

	Activities	Curriculum Standards	NETS for Students
1.	Students complete a personal history/family history worksheet using interview techniques.	3B Artistic Creation & Performance	
2.	Students decide on one or more of their heritage cultures to study for historic ceramic production in those cultures. Sources – Internet, texts, magazines, family photos or artifacts.		2
3.	Students select (at least) two ceramic pieces pre 1900 and two ceramic pieces post 1900. Access the images via download, scanner or digital camera. Create a PowerPoint slide for each; citing information about the piece (date, culture, title if appropriate) and credit the source. Graphic presentation of each slide will be important.		4,7,8
4.	Class members add their slides to the group PowerPoint show. Students can present, verbally, additional information or allow the slides to speak for themselves during the class presentation.		10
5.	Students refine ideas and sketch for the clay project.		
6.	Students complete construction of the piece, dry, fire and prepare for surface treatment.		8

7.	Students write artist statement; complete surface treatment.		
8.	Students present symbolic vessel and artist statement to class.		

Tools and Resources

(List all Web sites, specific software and hardware needs)

Software: Word processing, presentation (PowerPoint)

Hardware: Computer, Computer projector, Kiln

Websites: www.artsconnected.org

(contains links to many useful sites)

www.artsmia.org

Search engines: Infotrac, Google

On-line encyclopedias

Other Resources: Texts – art room, library. Magazines: Art and Man issues. Ceramic Monthly

Assessment

Students and teachers can produce a rubric to evaluate the presentation products (Technology and Ceramic Art Work). Sketches and notes and artist statement checked for completion and clarity of vision. Ceramic work evaluated on craftsmanship, authenticity to vision and originality.

Authors (including contact information)

(Record the names and email addresses, if possible, of those who contributed to the development of this lesson sequence)

Diane Piette, Moose Lake High School, Moose Lake, MN
dianep@moose lake.k12.mn.us

Personal Account

(Have you taught this lesson sequence before? What are the great learning/experiences you had?)

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(<http://www.iste.org> or <http://cnets.iste.org>) Contact: Lajeane Thomas, Louisiana Tech University, P.O. Box 3161, Ruston, LA 71272; Voice: 318
257-3923 Email: lthomas@latech.edu*