

# Title: Theme-Based Clay Construction Unit

## Curriculum \_\_ Art

Grade Level Span \_\_8th

Purpose: Students are to go through the research, idea development processes, and work in 3 dimensions to learn about the variety of clay construction methods from pinch, slab, to coil and the potter's wheel while working on a theme and a sculpture series.

Description: Student's investigate from a variety of sources from books and magazines to internet searches to help them decide upon a theme to create their 3-D clay sculptures. They will experiment with 3, possibly 4 clay construction methods of pinch, slab, coil and wheel (optional) to develop their theme and create a series of related works. Students will then present their theme-based sculptures.

Activities:	Curriculum Standards	NETS for Students
<p><b>1. Students spend a day in the computer lab searching for artists and their works that have a series based upon a theme. Students will fill out a sheet that answers the following questions:</b></p> <p><b>-Artist   -Theme/series   -Title   -Medium   -Timeline in History</b>  <b>-Social implications   -changes in the media   -Sketch of the series</b></p>	<p>Arts Interpretation 3-1,2,3,4</p>	<p>1,2,3,4,8,9</p>
<p><b>2. After discussing possible themes with the students, they will decide upon their theme and subject matter and will do a series of 4 drawings based upon that theme. Each drawing should change within their series. Options for change:</b></p> <p><b>a. Student's work changes based upon the construction method.</b>  <b>b. Realistic to abstract</b>  <b>c. Singular subject to plural</b>  <b>d. theme in different settings</b>  <b>e. sculptural to craft (created for use)</b></p> <p><b>Demonstrations of two construction methods should also be given this day (for example, Pinch and Coil)</b></p>	<p>Arts Creativity and Performance 3-1,2</p>	<p>2,5,7</p>

<p>3. Students will get their sketches checked off and begin creating their own theme-based series. Sculptures will be small and students will have roughly a week to complete their series. They will rotate to each clay station as they create and complete their 3 (possibly 4 for some students) art works.</p>	<p>Arts Creativity and Performance 3-1,2,3</p>	<p>2,5,7</p>
<p>4. Upon completion of their series, students will create an artist statement (if another presentation format is desired, students will ok it with the instructor) to share their art works with the rest of the class. Student need to include within the presentation:</p> <ul style="list-style-type: none"> <li>a. Artist Name, Title, Medium</li> <li>b. Theme</li> <li>c. Comparison of 2 of the clay projects (similarities/differences)</li> <li>d. Explain how their theme was successful or not and something new that was discovered.</li> </ul>	<p>Arts Interpretation 3-1,2,3,4</p>	<p>3,4,5,6</p>

### Tools and Resources

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

**Books, Magazines, Visuals, Research Sheet for student's to fill out**

**Software: Computer Lab, Internet Access, Power Point (option)**

**Internet Sites: [artsednet.org](http://artsednet.org) or [artsconnected.org](http://artsconnected.org) (both sites contain links to many other useful sites)**  
**Hardware: Clay Tools, Slab Roller, Clay Extractor, Pottery Wheels (optional), Kiln**

**Assessment:** Teachers may create their own assessment see below for guidelines

**Reubric:** Minimal work/little thought process    work completed    thorough completion    thorough understanding and application (creative)

1/A

2/B

3/C

4/D

Activity 1: The Assessment should be based upon the sheet student are to fill out and its completeness.

Activity 2: Assess the theme that is picked and the sketches that are done from the chosen options of how to show their theme.

Activity 3: Assess the creation/production of the 3 (possibly 4) clay sculptural products, and their relation to one another.

Activity 4: Assess the artist statement/presentation based upon the criteria given.

**Authors (including contact information)**

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

**I have not taught this lesson with the technology aspect tied into. Previously I have used books and magazine resources and struggled with the availability of finding enough themes or series. The added internet component will bring more options and I believe greater success to students.**

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