Sculpture Unit: Art 10

By: Angela McPeake

**Rational**: This unit explores different clay-ceramic techniques to create figures and containers. Students will be challenged to problem-solve as they construct their clay sculptures. Students will have to solve how to move gaseous air within the chambers of their sculptures for a successful firing. This works with the student’s ability to question and understand the usage of different materials and tools as they begin to expand their understanding of personal expression. In this unit, students are encouraged to critically consider the concept of ‘three-dimensional objects and the positive and negative space they occupy.

**Lessons:**

1. **Pinch Pot figure:** In this lesson students will learn the basic properties, techniques, and tools used in clay ceramics. Students will exercise how to successfully wedge clay to remove all air bubbles. Then how to create a pinch- pot and how to score and slip clay pieces together. Using these techniques, students will construct a figure or object by attaching pinch pots with air escapes to allow for the circulation of gases when fired.

2. **Coil & Slab Containers:** In this lesson students will learn and apply techniques of coil, slab, and forming clay. Students will create a container with a lid and handle using these techniques and their prior knowledge of clay techniques and tools from the lesson on pinch-pot techniques. Students will also apply their understanding of the elements of design as they unify the components of this sculpture.

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| **Lesson Title/Focus** | **Ceramics: Clay** | **Date** | 14/10/2015- 16/10/2015 |
| **Subject/Grade Level** | Art 10 | **Time Duration** | 3 X 120 minute classes |
| **Unit** | Sculpture | **Teacher** | Angela McPeake |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | | |
| **General Learning Outcomes:** | 1. Compositions: Component 2  2. Compositions: Relationships 2 | | | | |
| **Specific Learning Outcomes:** | 1. Concept B: Unity is achieved by controlling the elements of a composition within the picture plane  2. Concept A:  Describing and discussing media and techniques used in one’s own works will develop vocabulary.  Concept B:  Describing and discussing components of design are part of the process of analyzing one’s own work. | | | | |
| **LEARNING OBJECTIVES** | | | | | |
| **Students will:**   * Understand and apply various clay techniques to successfully design sculptures. | | | | | |
| **ASSESSMENTS** | | | | | |
| **Observations:** | | | * Students should be respectful of materials and tools. * Students should be applying appropriate clay techniques as they work. * Students should be considering the design elements as they work. | | |
| **Key Questions**: | | | * How can a clay sculpture be engineered to move and remove gaseous air within chambers? * What is clay? * What are important elements of three-dimensional sculptures? | | |
| **Products/Performances:** | | | * **Students will create a clay sculpture using pinch pot technique and a clay container using the wedge and coil technique.** | | |
| **LEARNING RESOURCES CONSULTED** | | | | **MATERIALS AND EQUIPMENT** | |
| * Alberta Art Curriculum 1987 | | | | * Clay * Clay tools * Sponges * Bat boards * Plastic bags * Paper towel * Water containers | |
| **PROCEDURE** | | | | | |
| ***Prior to lesson*** | | **Have materials ready for students to use.  Power Point images/videos ready** | | | |
| **Introduction** | | | | | **Time** |
| ***Attention Grabber*** | | -Images and videos of relevant artists/artworks on the smart board -Exemplars | | |  |
| ***Artists*** | | * Marcel Duchamp * Jeff Koons | | |  |
| ***Advance Organizer/Agenda*** | | 1. Discussion of concepts and material 2. Introduce Artists 3. Demo 4. Work period | | |  |
| **Body** | | | | | **Time** |
| ***Learning Activity #1***  ***Pinch-pot figures:***  ***Create an object of your choice, using three pinch-pots which air can circulate throughout.***  ***Design Elements:***   * ***Texture*** * ***Form*** * ***Shape*** * ***Space*** * ***Colour*** | | Organizer:   1. Prayer 2. Demo and Sculpture history/artists 3. Assignment #1 intro 4. Work period 5. Demo 6. Assignment #2 intro 7. Work period 8. Fire sculptures 9. Paint sculptures   **Pinch Pot Figure:**   * Use one of the techniques of wedging, conch, or cubing, the clay to get rid of all the air bubbles, roll it into three solid balls. Dampen the desk with water and a sponge as you do this. * Create three pinch pots by sticking your thumb into the clay ball, squishing your thumb and fingers together, and rotating the clay around. The pinch pots should be consistent in size and have sizes approximately the width of a pinky finger. * Attach two of the pinch pots together to create a hollow ball. To attach the pots you will need to score (cross-hatch) the edges which will be connecting, then apply slip to the scored area. * Smooth out the crease between the pots. * Create a hole in the ball to release the gaseous air which will build up in the kiln. * Connect the third pinch pot to the ball, over top of the hole. This will act as the head or top of the figure. * Create another hole in this pot to release the air. * Engineer your pinch pot figure or object into something of your choice. * Remember to attach all extra pieces of clay by using the score and slip technique. * Once finished: cover the sculpture in a damp paper towel and place it on the bat board to carry and store inside the clay drying rack. * It will take about a week to dry the clay. Students need to check on it daily and make any adjustments or fix-ups. * These sculptures will be fired at a cone 5.   Reserve a class for painting the sculptures, one week from finishing sculptures to insure they are dry and fired.   * Students will have the chance to paint their sculptures using acrylic paint and a gloss finish. Glazes are available if they are necessary to use. Glazes are necessary when the sculpture is being used to hold a liquid or food.   Clean up:  \*Put all materials back in their given spot on the art cart.  \*clean desks using a sponge, paper towel, and warm water.  \*Circulate classroom and observe peers artwork, see what works and what does not work. | | | *1.5 X 120 mins* |
| ***Learning Activity #2***  ***Coil and Slab Containers:***  ***Create a container with a lid and functional handle by using the slab and coil clay techniques.***  ***Design Elements:***   * ***Texture*** * ***Form*** * ***Shape*** * ***Space*** * ***Colour*** | | Organizer:   1. Prayer 2. Demo and Sculpture history/artists 3. Assignment #1 intro 4. Work period 5. Demo 6. Assignment #2 intro 7. Work period 8. Fire sculptures 9. Paint sculptures   Coil and Slab Containers:   * Review the process on how to prepare your clay to work with, this includes removing the air bubbles, cleaning all surfaces, and preparing tools and materials. * Demo how to slab the clay: create a pancake shape and thickness to begin. Make sure the desk is damp, and gently throw the clay on an angle from left to right. This will be using centrifugal force and gravity to stretch the clay into a pizza dough form. Make sure you are throwing the clay with the heaviest side at the top. * If the clay is sticking to the desk your desk is either too wet, too dry, or you’re throwing the clay to hard. * Demo on how to coil clay: Using even pressure in your hands you roll the clay back and forth to create a snake-like shape. You can also roll the clay on the desk to achieve the same results. The coils should be approximately the size your pinky finger. When coiling the clay, be sure to score and slip each point of contact. * Demo on how to use forms to create molds of a container: using any sort of object you can create a container out of clay. You can either use the slab or coil technique by molding the inside or outside of the container. Before beginning, consider the texture of the object, and if you want to transfer a specific texture into the clay. Wrap the object with ceran wrap for easy removal. The slab technique works well for molding the inside of the container, and the coil technique works well for molding the outside of the container. When the clay dries it will shrink around or inside the container, making it difficult to remove the container if it is on the inside. You need to remove the container once the clay is dry enough that it is can hold its shape. Smooth out any imperfections with a wet sponge. * Give assignment: Students are to create some sort of container which is no smaller than 6” in size, has a lid, and a functioning handle. The container must incorporate both the slab and coil techniques. The student has the option on design, color, and purpose of the container.  Reminder: all extra pieces of clay must be attached with the score and slip method. * Following the demo: students have the remainder of the class, and the next class to work on their clay sculptures. * Clay needs to dry for approximately one week before it can be fired in the kiln at a cone 5 temp.   Reserve a class for painting the sculptures, one week from finishing sculptures to insure they are dry and fired.   * Students will have the chance to paint their sculptures using acrylic paint and a gloss finish. Glazes are available if they are necessary to use. Glazes are necessary when the sculpture is being used to hold a liquid or food.   Clean up:  \*Put all materials back in their given spot on the art cart.  \*clean desks using a sponge, paper towel, and warm water.  \*Circulate classroom and observe peers work, see what works and what does not work. | | | *1.5 X 120 mins* |
| *Teacher Notes: Assessments/ Differentiation* | | Formative Assessment:   * Circulate the classroom, observe, verbal feedback. * As students work through their sculptures, give assistance on engineering ideas and specific techniques being used. Are students creating their sculptures properly?   Summative Assessment:   * Did the student create an object out of three pinch-pots? * Did the student create a container with a lid and handle using both the slab and coil techniques? * Did the student successfully fire their sculptures without them exploding in the kiln? If so, the appropriate techniques were used. (no air bubbles, proper air circulation) * Did students consider all the design elements when constructing their sculptures? | | |  |
| *SPONGE ACTIVITY* | | 1. SOURCE BOOK  -This will be worked on in free time and at home. Students are given a list of requirements to complete for their source book throughout the quarter.  -The intent for students to explore the art community outside the classroom, reflect on personal interests, promote inquiry and self-directed learning. .  2. MULTI-MEDIA COMPOSITION:  -Students need to finish this previous assignment. This project requires the student to apply their knowledge of the design elements by creating a surrealist-style composition. | | |  |
| **Closure** | | | | | **Time** |
| ***Consolidation of Learning:*** | | | CALL CLEAN UP 10 MINUTES PRIOR TO END OF CLASS.  In table groups have students identify the grounds and perform mini critiques of their peers work.  Reflect on what students have been working on and what will be worked on next. | |  |