

Topic: Ceramic Sculpture

Class: Intro Art or Clay Class

Date: June, 2011

Content Objectives:

- Students will gain an appreciation for Himalayan sculptures and their purposes.
- Students will analyze ancient Himalayan Jakata stories carved in relief and gain an understanding of their common themes.
- Students will create a personal relief-or sculpture in the round illustrating a theme or story.

Language Objectives:

- Students will be able to define and use new vocabulary words (*relief sculpture, sculpture in the round, ceramics, kiln, firing, Jakata stories, stages of clay*) in describing their artwork.
- Using new vocabulary, students will write a reflection explaining the theme and/or story used in creating their Relief Sculpture.
- Students will present their work to the class.

Key Vocabulary:

Bas-relief	Kiln
Sculpture in the round	Firing
Himalayas	Jakata stories
Ceramics	Stages of clay

Materials (including supplementary and adapted):

- Power Point Presentation showing various types of Himalayan sculptures
- Visuals: samples of various sculptures
- Word wall: Key vocabulary words, concepts, and definitions.
- Access to web for additional samples
- Written lesson directions, including rubric

Higher-Order Questions:

What might be the purposes for using clay as a sculpture medium?

How do the sculptures from ancient Himalayan cultures differ from today's sculptures?

What are some other materials that are used to create sculptures?

Time:

- 1 class period for power point presentation, and introduction
- 1 class period for students to research.
- 3-4 classroom periods for students to create sculptures.
- 1-2 classroom periods to write reflection and present art work.

Activities

Building Background

- Have you ever wondered about ancient history and how stories were told without the written word?

Links to Experience:

- When you see sculptures do you wonder how and why they were made?
- Remember how exciting it was to get your first toy? Did you ever think of it as a miniature sculpture?

Links to Learning:

- Have you ever visited an art museum or store that has multiple sculpture examples?
- Artists make sculpture as fine art, as crafts to enhance our surrounds, as models for functional objects...

Key Vocabulary:

- Introduced, written in students' journals and on classroom charts, repeated daily and the beginning and end of lesson.

(Continued on next page)

Time: **Student Activities**(Check all that apply for activities throughout lesson):

Scaffolding: Modeling Guided Independent

Grouping: Whole Class Small Group Partners Independent

Processes: Reading Writing Listening Independent

Strategies: Hands-on Meaningful Links to objectives

1 Class

1 Class

1-2 Classes

3-4 Classes

1-2 Classes

1-2 Classes

- Power point presentation, and introduction
- students work in groups on researching sculptures of the Himalayan cultures
- teacher models, shows samples and students draw mini-sketches—ideas for their clay sculptures
- teacher models, shows samples, and students create sculptures from clay
- once dry, sculptures are bisque fired and painted
- teacher models, reads samples and students write reflection

Review and Assessment (Check all that apply):

Daily

Individual

Group

Guided

Independent

**Daily –before
and after
lesson**

Review Key Vocabulary:

Bas-relief

Kiln

Sculpture in the
round

Firing

Jakarta stories

Himalayas

Stages of clay

Ceramics

**Daily –before
and after
lesson**

Review Key Content Concepts:

Sculpture

Sculpture in the round

relief

Grade Span Expectations: Visual Art and Design

VAD 1 Creative Processes:

- Generates, applies, revises, and evaluates strategies and techniques to address artistic problems. VAD1(9-12)-1b
- Demonstrates knowledge of vocabulary of media, techniques and processes.VAD 1(9-12)-2b

VAD 2 Cultural Context:

- Evaluating several unique purposes for making visual art and design (e.g., telling a story; communicating ideas, personal beliefs, and emotions; creating functional objects; making political and social commentary)VAD2(9-12)-1a

VAD 3 Communication:

- Evaluating and applying media techniques, processes, and VAD concepts to convey specific feelings, ideas, or meanings. VAD 3(9-12)-1a

VAD 4 Aesthetic Judgment:

- Evaluating one's own work for creativity, quality of craftsmanship, effective use of visual arts and design concepts, and choice of subject matter based on the analysis of exemplar works of art or design. VAD4 (9-12)-1f

OC 10.2.1: Oral Presentation Exhibiting logical organization and language use, appropriate to audience, context, and purpose.

R10.7.2 – Demonstrates initial understanding of informational text (expository and practical texts).

W10.14.2 – Explores and shares thoughts and observations in reflective writing.

A7: Demonstrate Content knowledge through content specific, performance-based, and project-based assessments

AL2: Problem Solving: Organizes and conducts a process to create intellectual or physical products, holds an event, or otherwise moves towards the solution of an identical issue or problem.