

**North Carolina Standard Course of Study
Visual Arts Objectives**

(National standard objectives in parentheses)

Competency Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

1.01 Use the imagination as a source for symbolic expression.

Competency Goal 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. *(National Standard 1)*

Competency Goal 3: The learner will organize the components of the work into a cohesive whole through knowledge of organizational principles of design and art elements. *(National Standard 2)*

Competency Goal 5: The learner will understand the visual arts in relation to history and cultures.

5.01 Begin to recognize that art is the visual record of the history of mankind. *(National Standard 4)*

Competency Goal 6: The learner will reflect upon and assess the characteristics and merit of their work and the work of others. *(National Standard 5)*

6.01 Respond to questions relating to purpose and appropriateness of work.

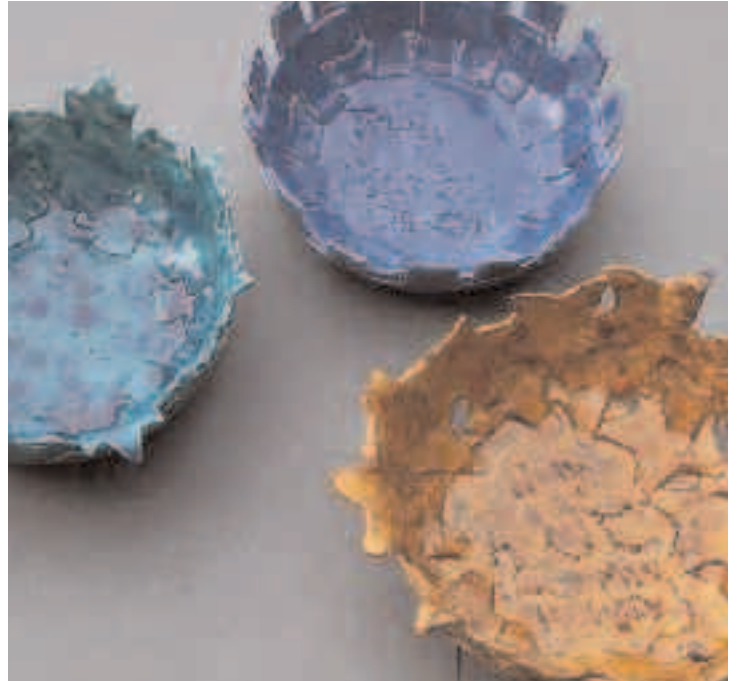
6.02 Critique artwork.

Competency Goal 7: The learner will perceive connections between the arts and other disciplines. *(National Standard 6)*

7.01 Identify similarities and differences between the visual arts and other disciplines.

Competency Goal 8: The learner will perceive connections between the arts and other disciplines.

8.03 Begin to recognize that the creation of art requires creative and critical thinking that are used throughout life.



ABSTRACT OR GOAL OF THE LESSON: Students will use a variety of clay techniques to create a sculptural bowl, and will use words as part of the design.

KEY OR FOCUSING QUESTIONS:

- How is two-dimensional different from three-dimensional?
- What techniques are used to join the parts of the bowl together?
- What “message” would you want to leave for the future (one hundred years)?

VOCABULARY:

<i>Earthenware</i>	<i>Scoring</i>	<i>Form</i>	<i>Texture</i>	<i>Underglaze</i>
<i>Slip</i>	<i>Attach</i>	<i>Relief</i>	<i>Kiln</i>	<i>Overlapping</i>
<i>Pinch</i>	<i>Incise</i>	<i>Tools</i>	<i>Fire</i>	<i>Unity</i>
<i>Press</i>	<i>Slab</i>	<i>Coil</i>	<i>Glaze</i>	<i>Repetition</i>

TOOLS AND SUPPLIES:

- Slab Roller or rolling pins for rolling out slabs
- Kitchen gadgets
- Texture tools
- Cookie Cutters
- Sharp pencils or craft needles for cutting
- Small water containers
- Letter stamps (optional)
- Bowls (6-10” in diameter)

MATERIALS:

- Clay
- One 10x12” slab (1/4” thick) per student, and a few extras for additional pieces
- Circle slabs (optional – can be used for bottom part of bowl)
- Construction paper mats
- Plastic wrap

RESOURCES:

- Internet resources
- Visuals of clay bowls
- Examples of clay bowls

Books: *Thirteen Moons on Turtle’s Back* by Joseph Bruchac and *Kanahena, A Cherokee Tale* by Susan Roth

CURRICULUM CONNECTIONS TO THE VISUAL ARTS OBJECTIVES:*Information skills*

- Apply communication processes effectively
- Recognize that a systematic approach is more productive than a random approach.
- Evaluate the process and product.

Reading strategies

- Visualizing
- Connecting
- Evaluating
- Open Court- 5th Grade Heritage unit

Math

- Form
- Multi-step problem solving

Social studies

- Cultures of US, Canada, and South America
- Slavery-face jugs
- NC Native Americans (Cherokee & Catawba)
- Lost colony
- Seagrove potters: earthenware and utilitarian vessels

LINK TO PRIOR LEARNING OR EXPERIENCES:

- Coil pots or clay sculpture

INSTRUCTIONAL INPUT:

- Introduce the lesson by showing and discussing the examples and visuals of clay bowls (examples—Native American, African)
- *Question for discussion:* What information can we learn about past cultures by examining the bowls they made?
- *Question for discussion:* How can pieces of art from the past give us information about how a culture has changed over time?
- Introduce activity and vocabulary.

MODELING:

- Demonstrate lining inside of bowl with plastic wrap.
- Demonstrate cutting organic or geometric slab forms from a slab form -OR-
- Demonstrate using a cookie cutter shape to cut out 10-12 shapes.
- Demonstrate constructing the bowl by overlapping cut out slabs. (Be sure to dot between overlapping pieces with water or slip, and press to lock pieces together.)
- Demonstrate building overlapping layers to the top of the bowl. Ends can be curled, but not under the edge of the bowl.
- Demonstrate writing messages with a sharp pencil or craft needle. Keep messages short. (Letter stamps can be used, but it takes more time.)

The instructional input and modeling will probably take 15-20 minutes. If time remains, have students write their messages on paper and check for spelling and grammar.



GUIDED PRACTICE:

- Have students do a quick verbal review of the process
- Have students cut 2-3 slab forms and show joining procedure (don't forget to dot with water or slip and press where pieces overlap).

INDEPENDENT PRACTICE:

- Students will apply knowledge gained from practice as they continue to construct their message bowl.
- After the bowls are dried and fired, they may be painted with glazes or underglazes.

REVIEW AND CLOSURE:

- Question students about their bowl.
- Lead a discussion about what they have learned.
- What makes their bowl unique?
- What is the difference between two-dimensional and three-dimensional?
- How are the parts of the bowl joined?
- What happens to the bowl after it is fired?

ASSESSMENT AND EVALUATION:

- Teacher observation
- Oral sharing
- Written artist's statements or rubric
- Display artwork