

North Carolina Standard Course of Study Visual Arts Objectives

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

1.03 Develop strategies for imaging and implementing images.

Competency Goal 2: The learner will develop skills necessary for understanding and applying media, techniques and processes.

(National Standard 1)

2.01 Use additional art media, techniques and processes.

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

(National Standard 2)

3.01 Recognize and apply the elements of art in an aesthetic composition.

3.02 Recognize and apply the design principles used in a composition.

3.05 Critique his or her own work and that of others in terms of design principles.

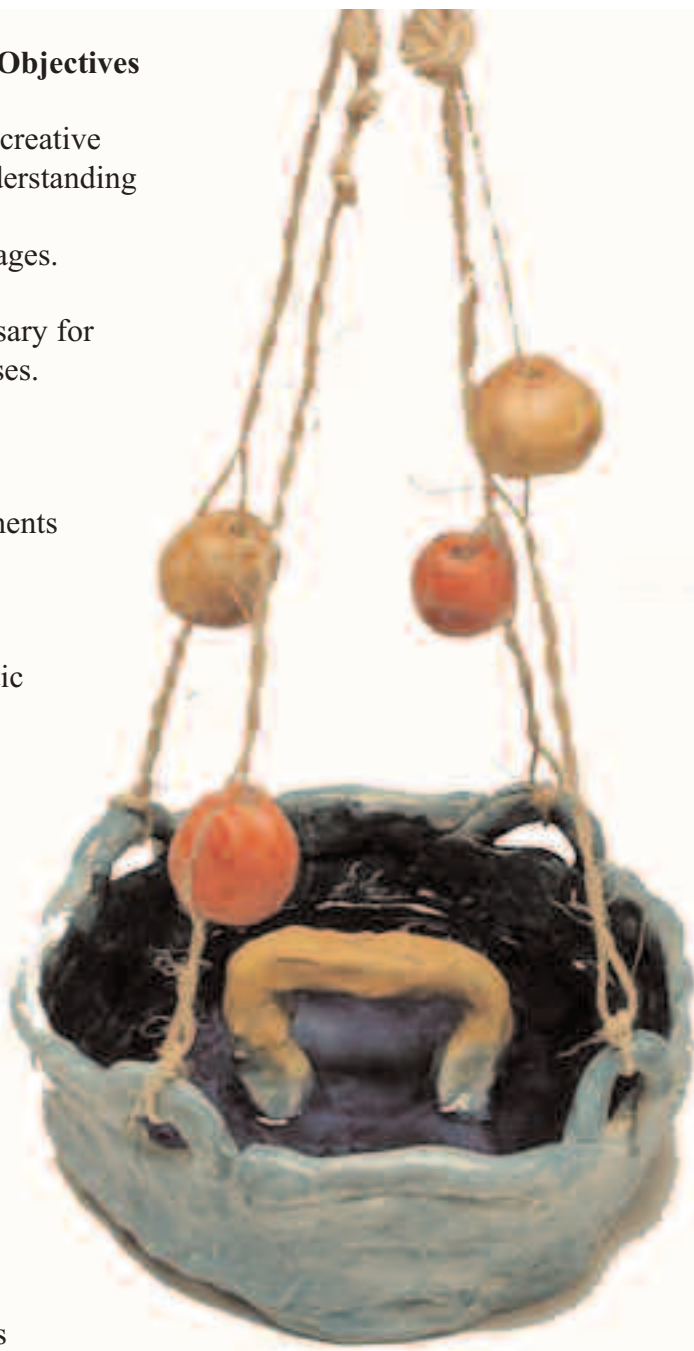
Competency Goal 5: The learner will understand the visual arts in relation to history and cultures.

5.06 Compare and contrast selected major artists and artwork.

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

6.02 Critique artwork in relation to design principles.

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



ABSTRACT OR GOAL OF THE LESSON: To implement an integrated unit that supports the fifth grade science curriculum on ecology and the food chain. Students will be able to create a functional birdbath/feeder using clay, glaze and recycled glass.

Birdbaths

KEY OR FOCUSING QUESTIONS:

- How do birds fit into the environment? What are their 5 basic needs? (food, water, shelter, place to raise young, place to find cover) Where are they on the food chain? (*Science Competency Goal 1, Objective 1.02*)
- Explain some ways that humans affect ecosystems. Do you think our bird baths/bird feeders will have an impact on the environment? (*Science Competency Goal 1, Objective 1.05*)
- Hypothesize: How large should your vessel be in order for it to be functional? What will happen if the walls of your birdbath/birdfeeder are very low or very high? Consider spills, rate of evaporation, accessibility to birds, etc. (*Visual Arts Goal 1, Objective 1.03*)
- Does the type of bird you hope to attract affect the size/design of your birdbath/feeder? Consider the bird's anatomy. How can you provide a comfortable place for the birds to perch? Does your design allow for easy access to food/water?

VOCABULARY:

<i>Clay</i>	<i>Glaze</i>
<i>Slab</i>	<i>Fire</i>
<i>Coil</i>	<i>Kiln</i>
<i>Score</i>	<i>Ecosystem</i>
<i>Slip</i>	<i>Food Chain</i>
<i>Needle Tool</i>	<i>Recycle</i>



MATERIALS:

- Clay
- Slip
- Lead free glazes
- Flat Marbles
- Small pieces of colorful recycled glass
- Twine

TOOLS AND SUPPLIES

- Needle tools
- Paint Brushes
- Small cups to hold glass fragments
- Spoons and tweezers for applying/moving glass pieces.

RESOURCES:

- Prints depicting ceramic vessels (*included in trunk*)
- Computer and CD- *Ceramic Art of North Carolina* (*included in trunk*)
- Example of a completed birdbath/feeder (*see photo samples*)

LINK TO PRIOR LEARNING OR EXPERIENCES:

- Ecology
- Recycling
- The elements of art and principles of design
- Basic clay techniques

INSTRUCTIONAL INPUT:

Introduce the lesson by showing examples of several ceramic vessels. Have students discuss the similarities and differences. Note the purpose or function of each piece.

Show an example of a birdbath or birdfeeder. Discuss its purpose. Have students brainstorm things an artist would consider when designing a birdfeeder or birdbath. (size, capacity, surface texture, balance, food safe materials) Inform students that they will get to design and create their very own ceramic birdbath/feeder.

MODELING:

- *Day 1:* Teacher will demonstrate how to create a slab for a base, how to roll and attach coils (score with a needle tool and add slip) to create walls and handles.
- *Day 2:* Demonstrate glaze application. Show students how to add recycled glass fragments by pouring glass out of small cups, scooping it with spoons and moving it with tweezers. Hands should never touch the glass. If you are concerned about the safety issues connected with the use of broken glass, flat marbles can be substituted.
- *Day 3:* Demonstrate how to work with a partner to attach twine in a secure and balanced manner. Beads can be added to the twine as an added embellishment.

GUIDED PRACTICE: Students will make notes of the process and related vocabulary in their sketchbooks. Then they will focus on the elements of art and the principles of design when they design their birdbath/feeder in their sketchbook.

INDEPENDENT PRACTICE: Students will apply knowledge gained from class discussion and guided practice in their sketchbooks, to create their own birdbath/feeder out of clay, glaze and recycled glass.

REVIEW AND CLOSURE:

- Have students fill out a critique worksheet.
- Have students share finished product with classmates.
- Discuss with students why they think it's possible to combine clay and glass in the same project.
- Display birdbaths/feeders around school campus.

ASSESSMENT AND EVALUATION:

- Teacher Observation
- Written Critique
- Verbal Sharing
- Displayed Product



NOTES TO ART TEACHERS:

To create recycled glass pieces, glass bottles (assorted colors) work well. Simply place each bottle between several layers of newspaper and pulverize with a hammer. I continue to hammer away until all pieces are the size of a dime or smaller. Occasionally a fragment of glass will pop up through the paper. Make sure you wear safety goggles to protect your eyes. As an alternative to using glass bottles, you can substitute flat marbles or stained glass sheets, available in many art supply stores.

I fire the pieces to Cone 05. It is very important that you bring the temperature up very slowly! If the kiln heats up or cools down too quickly, your glass may crack and/or bubble. If this happens, fill holes with tiny glass fragments and re-fire at a slower rate.