**Unit Plan: Clay**

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**Rationale**:

After the drawing unit is completed, the students will begin to work in clay. Clay is an entirely different approach to art, and has different aspects that drawing does not provide. 3D art can be view from all angles and because of this more thought and planning is needed before a student even touches their clay. Clay is very hands on, and is more engaging and interactive than 2D drawing projects. Clay is a more kinesthetic approach to art, and because of this fact some students will be more engaged with a clay project.

Sculpting requires skills and techniques that are different than drawing and painting. Working with clay also comes with a set of skills and techniques that are necessary in order to be successful. There are specific methods for preparing clay to be worked with. In addition, there are methods that must be followed to attach pieces of clay together, and specialized tools to work with the clay surface.

I believe that clay will be an excellent project for all the individuals in my classes. For those that lose focus and become fidgety during drawing projects, clay will provide a more hands on opportunity that will appeal to the more kinesthetic learners. For those students that are very strong in the 2D areas, it will provide a chance to learn a new set of skills and techniques. Working in clay will develop problem solving skills as students ponder how to approach elements of their sculpture that are too thin.

Each class will have a rubric that breaks down what will be graded in their project. Each class will have a different subject matter, but similar approaches to the final assignment in terms of what will be assessed.

All assessment throughout the term will be performance based formative assessment. Students at Tom Baines this year will also be using a new grading system where letter on number grades will not be used. All assignments will be graded according to a rubric which uses terms as a method of assessment.

I feel that the work done in the drawing unit will be a tremendous building block that will help give structure and background to the other units I will be teaching at Tom Baines Middle School. The assignments that I have in mind will not only give each student practice in the skills needed to become a stronger artist, they will also help each student interpret and make sense of the world around them.

**General Outline:**

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| **Desired Results** | | | |
| **Established Goals** | **TRANSFER GOAL** | | |
| *Students will:*   1. Create a sketch of the top view, side view, and front view of the sculpture that they wish to create. 2. Learn the basics of working with clay. 3. Incorporate texture into their 3D projects. 4. Create a hollow section to be used in their 3D projects 5. Have 1 piece added by score and slip 6. Use their imaginations to fulfill the project parameters | *Students will be able to*  Think in terms of 3D to create and build a clay creation using the parameters of the assignment and their imagination. | | |
| **MEANING** | | |
| **Enduring Understandings:**  *Students will understand that….*   * Air inside of clay heats and expands causing explosions during the firing process, therefore wedging is an essential step in preparing clay * Hollow pieces need a vent for the air * Score and slip is the process to adhere pieces of clay to each other * Sculpture is viewed in the round, and must be visually interesting form all angles. * Clay contains water and as the water evaporates clay becomes hard and brittle. * Different types of clay | | **Essential Questions:**  *Students will keep considering…*   * Techniques to add texture to clay * Steps in preparing clay to be used * How to re-hydrate clay that has become to dry to work with * How to make clay hollow pieces and why it is important in their sculptures. * What happens to clay as it is expoded to air * How to treat small thin parts of their sculptures * How to treat and smooth out the surface of the clay * Techniques that will allow small air bubbles to escape * How to wrap up and store their projects between classes. * The extra steps in the set up and clean up phase. |
| **ACQUISITION OF KNOWLEDGE & SKILLS** | | |
| *Students will know….*   * What clay is composed of. * How to prepare clay for use * Things to avoid when working with clay * The importance of keeping clay plastic while working with it * How to avoid kiln explosions * The differences in 2D and 3D art | | *Students will be skilled at…*   * Attaching pieces with score and slip. * Wedging clay * Project planning * Problem solving parts of their sculptures * Using imagination |
| **Evidence** | | | |
| **Evaluative Criteria**  ***Performance is judged in terms of*** | | **Assessment Evidence**  ***Students will need to show their learning by:*** | |
| The grades at Tom Baines are based on a performance rubric. The breakdown of this rubric is as follows:   * E – Exemplary (95%) * P – Proficient (75%) * S – Satisfactory (67%) * L – Limited (35%) * ED – Experiencing Difficulty (0%)   All assignments given will be graded against this system, and final marks on assignments will be presented with these benchmarks. | | Students will be evaluated on their projects with a rubric that breaks down the components of their drawings into criteria given with the assignment.  The Clay rubric contains the following benchmarks:   * Construction and building * Texture of sculpture * Form (hollow / pieces added) * Craftsmanship * Creativity * Size (fills bucket) * Clean-up * Process (how you worked in class) | |

**Lesson Plan Summaries:**

The clay unit contains only one project due to the volume of kids and the cost of clay involved in the projects. Each grade has a different assignment, but with the same fundamental criteria being graded. This assignment allows for more imagination to be put into their project. Working with clay also provides more technical aspects and rules that must be followed in order for success in this project. The assignment criteria that are being graded are based on the rubric. I will assess each students’ success based on:

* Construction and building
* Texture of sculpture
* Form (hollow / pieces added)
* Craftsmanship
* Creativity
* Size (fills bucket)
* Clean-up
* Process (work in class)

The grade 7 class will be creating clay fish. The grade 8 class will be creating wonderland creatures. The grade 9 class will be creating boggarts. This assignment will take each class 3-4 class work sessions to complete. The main lesson will consist of a prezi presented to each grade with what will be graded and how. There will be an overview on each prezi of how to work with clay, things to avoid, things to remember, handbuilding techniques as well as basic information on the nature of working with clay.

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| **GENERAL LEARNING OUTCOMES** | | Grade 7   * Students will develop competence with the components of image: media, techniques and design elements.   Grade 8   * Experiment with the transformation of space in compositions   Grade 9   * Students will create compositions in both two and three dimensions | |
| **SPECIFIC LEARNING OUTCOMES** | | Grade 7   * Experiment with techniques and media within complete composition of two and three dimensions   Grade 8   * Create compositions in both two and three dimensions   Grade 9   * Organic shapes derived from natural objects can be developed into three-dimensional forms | |
| **LEARNING OBJECTIVE** | | Students will take the basic techniques taught to create a creature (based on their class) that include specific items that must be included. | |
| **MATERIALS** | | Clay, tools, ice cream buckets | |
| **PROCEDURE** |  | | **Assessment** |
| **INTRODUCTION –** | Each grade has a different prezi with the theme of their clay project interjected. Each prezi begins with the working with clay basics.  PREZI: Define what clay is – wet dirt. Briefly describe the different types of clay, and which type we’ll work with in class.  Q: What is something that you have at home that is made from porcelain?  A: China, toilet, cups etc.    Talk about what happens to clay as it sits out in the air. – it dries out. Go over the different levels of dryness.  When you first get clay out of the bag, it has a lot of water in it, it’s easy to work with, you can bend it, shape it mold it, build things with it, it’s plastic.  Leather dry is when the clay begins to get hard, it doesn’t bend anymore, it has lost a lot of its moisture, but you can still work with it, scratching the surface, carve things out of it.  When the clay gets bone dry it’s ready to be fired in the kiln. In order to fire, the clay must not be cold to the touch. Clay that is ready to be fired is called Greenware – green to go.  Note that if you have bone dry clay, and it has not been fired, you can put it into water and it will turn back into watery clay.  Firing clay changes the composition of the clay.  Q: What happens to air when it’s heated? – it expands.  Q: What will happen to clay if there are air bubbles in it when it’s fired? – it will explode.  Wedging clay – make sure to knead your clay like bread dough (there is a video of this on the prezi)  You must wedge clay before you work with it to get the air bubbled out.  Whenever you add a piece of clay to another piece of clay you must score and slip. Score means scratching the surface. Slip is simply thick runny clay – made by adding water to clay.  Every piece added must be scored and slipped or it may fall off when firing. | | The rubric for this assignment is based on a 6 point scale.  Exemplary  Proficient  Satisfactory  Limited  Experiencing Difficulty  Insufficient  The categories that I am grading are:   * Construction and building * Texture of creature * Form (hollow/pieces added) * Craftsmanship * Creativity * Size (fills bucket) * Clean-up * Participation / work in class   In order to properly grade these projects a daily notes of how students are working, cleaning up and acting in class will need to be taken. |
| **BODY –** | The assignments for the grades are as follows:  Grade 7 – create a clay fish  Grade 8 – create a wonderland creature that combines 2 or more animals.  Grade 9 – create a boggart (something frightening or something fairy creature like)  Each sculpture must be hollow.  Each sculpture must have 1 piece added by score and slip.  Your name and class must be on the bottom of the sculpture.  Before you begin you must sketch your idea, top front and side.  Texture must be used in the sculpture.  After the prezi is over and the students know what the assignment is, gather them around to go over how to set up their work area, as well as show them how to make a hollow piece by creating a slab and putting newspaper inside and wrapping the clay around to form a hollow ball of clay.  Workstation set up –  4 people per table.  Each person has a wedging board  2 water buckets and 2 sponges per table  1 bucket of tools per table  Make sure to reinforce the rule that the sculpture must fit into the bucket.  Make sure to inform the students that any throwing of clay, or misbehaviour from any student will result in the whole class stopping their clay work and moving on to the next assignment. | |  |
| **CLOSURE -** | Have students start the cleanup process earlier than normal.  Boards must be cleaned off and put back.  Tools and buckets and sponges must be rinsed and put away.  Newspaper goes back into the newspaper bin.  Tables need to be washed off. | |  |
| **SPONGE ACTIVITY** | When students appear to be nearing the end of the sculptures the next lesson will be introduced. This will allow those finished to work on the next assignment while the class finishes off their clay projects. | |  |

Students in all three grade levels will have 3-4 classes to complete their project and have them ready to fire. This is a strict deadline as we need to have projects dry out and be fired before they can glaze and do a bisque fire. Students will be reminded of the deadline frequently so that they will have no excuse not to be done.