

Textured Functionality

Date

Name Derek Cook

Grade Level Art 8

I. Big Idea Textured Functionality

A. Concept Statement/Key Concept Students will be able to create a functional object with a recognizable texture inspired by nature or their mythical creature from a previous unit.

B. Essential Questions What are the essential qualities of your mythical creature that set it apart from others? What aspects of your creature can be turned into functional pieces on your vase or bowl? What patterns and textures occur in nature? How can we address these in a functional piece?

II. Objectives / Expected Learner Outcomes

Students have been sketching, drawing, and creating reliefs for a mythical creature they created from their imagination. This unit will continue that theme as an exploration in functional ceramics. For this lesson, after students have seen visuals of pottery (both functional and nonfunctional) that emphasize texture and pattern of an animal, students will be able to use various tools and techniques to create texture and pattern on their functional object inspired from their mythical creature.

III. Focused Standards of Education

2c. Select and use the qualities of structures and functions of art to improve communication of their ideas. (National)

8.4 The student will synthesize prior knowledge and experience to create works of art.

8.11 The student will create three-dimensional works of art by combining a variety of techniques and processes.

8.19 The student will formulate a working definition of *art*.

IV. Lesson Cycle

Warm Up Activity: An image of Méret Oppenheim's fur covered cup and saucer will be on the screen when students enter. They will be asked to write down and think of words that describe the image they see. Would you want to drink out of this? Would you ever see this in a cupboard at a friend's house? What words describe this set of silverware?

Focus: Students will work from their sketches to create a functional object with texture, pattern, appendages, or other added surfaces by carving or adding clay to the surface.

Instructional Input: Show to students a previously made example of a textured functional piece based on the teacher's mythical creature and demonstrate how to create textures, patterns, and other such surfaces out of clay to reflect qualities of their mythical creatures. Show three ways of working: (1) Solid building - where we work a piece of clay into a shape by using hands and tools and then attaching this piece to the functional object using slip and score techniques; students will then need to add small holes to the solid built object to help it dry out, (2) Texturizing clay - show students how to use a variety of tools, including fingernails, carving tools, adding small amounts of clay, and other nontraditional tools to create desired texture, and (3) Adding Pattern to Clay - some students will want to add their patterns using the glaze and underglaze, but others will want to add patterns of shapes, or leaves, or another style of raised or carved surface (which could lead to texture), and I will demonstrate ways of doing this with clay and slipping and scoring techniques. Continually remind them of what their functional object is inspired by, and to be creative in their ways of representing that inspiration.

Guided Practice: Ask students to repeat the steps to create a solid-built appendage and attach it to their object.

Transition Plan: Call tables to retrieve their materials.

Independent Practice: Students will work with the clay to create textures, appendages, and other aspects of their mythical creatures for their functional object.

Transition Plan: Have students place their clay work in plastic bags and in the cabinets.

Closure: Ask students to define texture or pattern.

V. Materials/Resources/Relevant Vocabulary

Low fire clay, sketch paper, clay tools

VIII. Teacher Reflection

