

Subject Area/ Topic: Intro to Ceramics/Final Project-Creating Themes based on local artist

SLO/Expectations: To create 5 cohesive thematic pieces by pulling inspiration from a local artist and interpreting their work and the meaning behind it.

Standards:
9.1.J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others. - Analyze traditional technologies- Analyze contemporary technologies

K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding **in the** humanities.

9.3. Critical Response
Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

Learning Activities or Tasks:
Students will look at local artist work on InLiquid.com and find an artist that inspires them. Students will contact the artist by email or phone and ask a series of questions about their work, inspiration and methods. From there, students will create a mind map of the overarching themes the artist had mentioned. Using recurring aspects, students will base their work around that.

Students will create multiple sketches for their ideas explaining how each piece is both part of a theme and related to the artist they were inspired by. Students will individually meet with and discuss their ideas along the way. Then, students will begin working on form, once design is complete.

Once completed, students will place work on greenware shelf. Students will check back once their piece is fired to glaze their work to suit the feel of the project.

When all pieces are out of the kiln, there will be presentations based on the artist and how they inspired them.

Assessment: Students will be assessed based on the following:

Questioning before beginning & during project
Observations of students working
Conferencing with students during project
Student participation and discussion interjected in activities during the project
Self-Assessed rubric with written reflection