

SEMESTER 1

Week of: August 29 – Sept 2, 2016

LESSON PLANS: ART & CERAMIC

Mrs. Renee’ Howard RHoward@greenville.k12.pa.us Art 3 & Art 4 (Room 220B x 2213); Ceramic 1-6 (Room 218 x 2218)	Mrs. Renee’ Howard RHoward@greenville.k12.pa.us Art 3 & Art 4 (Room 220B x 2213); Ceramic 1-6 (Room 218 x 2218)
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Important Information: Welcome Back!!!

Art 4:

Periods 1 & 3; Room 220B	Standards:9.1AB-Elements/Principles; 9.1C-Vocabulary; 9.1H-Tools/materials usage; 9.2-history/culture; 9.3C-Critique
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Topic: Flower study drawings; Flower painting – Georgia O’Keefe

Objectives:

- flower study, contour lines drawings
- Intro to Georgia O’Keefe - painting

Procedure:

- Flower Study: students choose fake flowers to look at and draw; varying blind contour drawings, to hands on; focus on basic shapes and detail; ending with a finished image with color
- O’Keefe – students create an acrylic painted flower inspired by O’Keefe; on pizza box; cropped image

HOMEWORK:

LOOKING AHEAD: Jackson Pollock study/creation – (outside-weather permitting)

Notes:

Art 3:

Periods 1 & 3; Room 220B	Standards:9.1AB-Elements/Principles; 9.1C-Vocabulary; 9.1H-Tools/materials usage; 9.2-history/culture; 9.3C-Critique
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Topic: Line drawing; Zentangle line drawing

Objectives:

- students recognize different elements of LINE and create an abstract Line drawing;
- Create Zentangle image

Procedure:

- begin with dots placed on paper; using different thicknesses of lines, strategically place lines that are connected to individual dots
- Zentangle image: draw contour line drawing of image – including background information. Fill entire image with mini line drawings to create necessary shading (mini line drawings=modeling techniques); all on one layer (2 max)

HOMEWORK:

LOOKING AHEAD: Kandinsky Study/creation; ink line image(outside weather permitting)

Notes:

Ceramic 1:

Periods 5, 7 & 8; Room 220B	Standards:9.1AB-Elements/Principles; 9.1C-Vocabulary; 9.1H-Tools/materials usage; 9.2-history/culture; 9.3C-
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Critique

Topic: *History of Clay; Techniques of Clay; SLAB-Potters Mark/Puzzle Piece*

Objectives:

- *students learn the history of clay – use and function*
- *Learn about the different building techniques of clay w/ modeling clay*
- *Intro and demo to SLAB; and creation of Potter's mark/puzzle piece*

Procedure:

Teacher intro/demo on what a potter's mark is

Students sketch ideas/teacher approval; creation

Teacher intro/demo of clay and SLAB technique

Students create slab of clay; cut into puzzle piece shape and stamp potter's mark

Final piece glazed (after demo)

HOMEWORK:

LOOKING AHEAD: Garden Stone

Notes:

Ceramic 3:

Periods 2 & 6 (Ind Study); Room 220B

Standards:9.1AB-Elements/Principles; 9.1C-Vocabulary;
9.1H-Tools/materials usage; 9.2-history/culture; 9.3C-
Critique

Topic: *Yin Yang creation*

Objectives:

- learn about history of Yin Yang; create sculpture using this inspiration

Procedure:

- teacher intro/demo/review of SLAB method
- Students brainstorm/sketch/teacher approval
- Prepare clay and begin

HOMEWORK:

LOOKING AHEAD: Block Letters

Notes:

Ceramic 5:

Periods 2, 6 & Ind Study; Room 220B

Standards:9.1AB-Elements/Principles; 9.1C-Vocabulary;
9.1H-Tools/materials usage; 9.2-history/culture; 9.3C-
Critique

Topic: *Continue with "Eyes"*

Objectives:

- Create realistic Relief Eyes using Slab method

Procedure:

- Teacher review with class discussion; how to draw eyes/proportions
- Teacher intro/demo of EYES with visual examples
- Students research, sketch/teacher approval
- Prepare clay and use necessary handbuilding technique

Follow guidelines

HOMEWORK:

LOOKING AHEAD:

review Abstract/Realistic artwork: Repeat Shape Abstract

Notes:

Ceramic 6:

Periods 2, 6 & Ind Study; Room 220B

Standards:9.1AB-Elements/Principles; 9.1C-Vocabulary;
9.1H-Tools/materials usage; 9.2-history/culture; 9.3C-
Critique

Topic: Create Functioning nonsense: Interlocked/moveable piece

Objectives:

- Review techniques; discuss/review elements – recognize/apply them from other works of art
- Review function and decorative concepts of ceramic sculptures-compare/contrast pros & cons of both; visual examples -
- Create Functioning nonsense: Interlocked/moveable piece

Procedure:

- Teacher intro/demo with visual examples
- Students brainstorm, experiment/teacher approval
- Prepare clay and use any hand-building technique suited for design

HOMEWORK:

LOOKING AHEAD:

1. Tromp L'oeil Stuff Animal

Notes: