



**Grade/s:** 9-12

**Enduring Idea:** Power

**Integrated Discipline:** Social Studies

**Unit Title:** Power of Gargoyles

**Unit Designer:** Kara Luke

**Unit Description:** Learners will discuss the concept of power, and how certain objects often represent the strength of a leader or higher order. Learners will view gargoyles and statues used in many different cultures around the world. They will discuss the historical value and context of these sculptures, the many different types of these statues, and how they impact society.

**Images:** -Chinese Han Dynasty, *Chimera*, CMA 2007.3.49  
-Chinese Tang Dynasty, *Lokapala*, CMA 2003.10.17  
-Jin/Yuan Dynasty 1115-1368, *Seated Dignitary*, CMA 2007.3.53

**Key Concept:** Using power and wealth for social or ethical issues

**Essential Question:** How has a society or person used power to influence, persuade, or communicate an idea to the general public?

**CCSS Art: Standard H1-III** The student will explore prospective content in artworks.

**Standard H1-IV**

The student will demonstrate competency in their use of the visual arts in relation to history, various cultures, and technologies.

**Integrated CCSS:** High School World History Standard:  
**Standard WG - 1:**

The student will demonstrate an understanding of the physical and human characteristics of place, including the creation of regions and the ways that culture and experience influence the perception of place.

- Learning Outcomes:**
1. The learner will identify the significance of creating an object for societal social and ethical issues.
  2. The learner will use various ceramic hand-building techniques to create a self-portrait gargoyle using elements of symbolism found in ancient Asian and European sculpture.
  3. The learner will form personal aesthetic judgments about student work during informal class discussions and critiques.

**Motivator:** The teacher will present several plastic, ceramic, and wooden gargoyles collected from travels. Learners will compare/contrast characteristics found in these objects as well as discuss emotion of facial expressions and gestures found in these objects.

**Day Breakdown:**

Day 1: Motivator, PowerPoint presentation showing CMA examples of Chinese sculptures, as well as many different styles of gargoyles throughout Europe. The teacher will hold a group discussion about the power of gargoyles and what they symbolize in different cultures; especially for use in 16<sup>th</sup> century churches to send a message to commoners.

Day 2: Formal introduction to assignment; Learners will use handbuilding ceramic techniques to create a self-portrait gargoyle. The self-portrait aspect could simply be using personal symbols, ideas, animals, or personas that would imply the sculpture as being personal. Learners would then create a series of 3-5 thumbnail sketches displaying their ideas and creative process to discuss with the teacher.

Day 3: Sketches will be discussed with teacher. A ceramic hand-building demonstration will be given to all learners.

Day 4-15: Learners will spend this time developing their technique and creating their sculptures

\*Once sculptures have been fired, a stone spray paint will be used to give them texture like actual stone.

**Materials:** Paper, pencils, earthenware clay, ceramic tools, newsprint, wooden boards for in-progress sculptures, plastic bags, water spray bottle, stone spray paint

**Resources:** CMA images, PowerPoint presentation, ceramic vocabulary worksheet, examples of European gargoyles

**Assessment:** -In progress checklist which will include the 3-5 thumbnail sketches  
-Final group critique  
-Assignment rubric

