



**Enduring Idea:** Relationships

**Grade:** 11-12

**Integrated Discipline:** Language Arts

**Unit Title:** Animal Connections

**Unit Designer:** Ginger Henson

**Unit Description:** Learners will explore the varying relationships that they and humankind have with animals by creating a clay animal sculpture that expresses their own views on relationships with animals and by writing a poem or short story. By experiencing this type of art making and study learners will delve deeper into the meaning of relationships in the intimate context but also how they can be used in order to fulfill needs. Animals have been known as human companions, enemies, modes of transportation, food, workers and deities of worship throughout time. Learners will look at how animals exist within their own lives, their community and their world at large and make deeper a deeper connection to the meaning of relationship.

**Images:**

Tang Dynasty Camel, 2003.10.3

Joseph Gott, Child & Spaniel, 1996.9

Abduction of Europa, 1990.3.20



**Key Concept:** Interpersonal connections within social and personal environments.

**Essential Question:** Who do we have interpersonal relationships with in our environment? How might relationships be maintained or changed?

**CCSS Art:**

VAH3-4.4 Demonstrate visual literacy by deconstructing images in a variety of contexts.

VAH3-3.2 Analyze and describe the relationships among subject matter, symbols, and themes in communicating intended meaning in his or her own artworks and in those of others.

VAH3-1.4 Apply materials, techniques, and processes with skill, confidence, and sensitivity sufficient to make his or her intentions observable in the artwork that he or she creates.

**CCSS Standard:**

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Learning Outcomes:**

-Learners will create a clay animal sculpture that expresses their own views on relationships with animals and write a poem or short story that shows their understanding of human relationships with animals. They will not only explore their own relationships with animals but also those of humankind throughout history to present.

-Learners will understand how relationships are forged and how they can be affected depending on environmental circumstances and/or social expectations.

**Motivator:** The learners will watch the "Human Planet Trailer". This quick video will introduce human's relationships with animals across the planet, planting seeds for discussion and art making ideas. Learners will observe man in varying environments and how this can dictate the kind of relationship he has with animals. The learners will also be presented with art that portrays human relationships with animals from the Columbia Museum of Art in order to think more critically about why animals are portrayed in these manners and what environmental influences could have impacted these relationships?

**Day Breakdown:**

**Day 1:**

-Teacher will introduce unit theme, video, artists and art.

-Learners will discuss theme. Man's relationships with animals. How these relationships are portrayed through art.

-Learners will sketch ideas and use the internet as a resource to develop their projects.

**Day 2:**

-Teacher will demonstrate Clay hand building techniques such as wedging, slab building, coil method, slip & score.

-Learners will begin building their sculptures

-15 minutes before class ends teacher will explain storage of clay in order to maintain workability.

**Day 3:**

-Teacher will do a quick recap of hand building techniques

-Learners will review with teacher the purpose of the project and intent for their personal clay sculptures.

-Learner Workday

**Day 4:**

-Learner Workday

**Day 5:**

-Final workday before allowing projects to dry for the bisque kiln or backyard pit fire.

-Learners will work on poem or short story relating to their sculpture.

**Day 6:**

-teacher will demonstrate painting/glazing ceramic sculptures with ceramicoat.

-Learners will paint sculptures.

**Day 7:**

-Learners will finish painting sculptures.

-Learners will present their finished sculpture and language arts activity.

**Materials:**

Clay

Clay tools

Kiln or fire-pit

Ceramic Coat Paint(variety colors)

Clear Coat

**Resources:**

Video "Human Planet Trailer"- <https://www.youtube.com/watch?v=2HiUMIOz4UQ>

Columbia Museum of Art Images

**Assessment:**

**Artwork-** Learner will submit a completed clay sculpture that demonstrates proper use of clay technique and material (slab, wedge, slip, score, hand-built, low-fire, leather hard, bone-dry, bisque, ceramic paint/glaze).

**Composition:** Student must create an original clay sculpture that is a successful representation of the theme consumerism. Must show

understanding of Elements of Design such as balance, emphasis, unity, contrast and Elements of Art such as line, shape, color, texture, value, space.

**Concept/Content:** Learner will show grasp of *meaning* in their artwork. Their art will demonstrate *unit theme* in a reflective manner, whether abstract or representational.

**Craftsmanship:** Learner will show *understanding of hand building* techniques. Clay sculpture is well thought through, *neat, clean* and complete. Attached objects/texture *are applied with care*. Art shows proper use of wedging, slip & score techniques ( fired art came out of the kiln without blow-out from air pockets and dis-attached pieces because of improper slip & score).

**Originality:** Learner's ideas are independent, unique, and innovative. Artwork shows critical thinking. Sculpture addresses consumerism through obvious thought and research.

**Language Arts Activity:** Learner will write a poem or short-story that will be submitted along with their project showing; grasp of theme content, critical thought relating to chosen subject matter and reflection of learner's ceramic sculpture.

**Evidence of research and exploration:** Learner will show the thought and study they put into their work via sketches, journaled ideas and note taking on research conducted on-line or library.