



Grade/s: 9-12

Enduring Idea: Suffering

Integrated Discipline: Social Studies: World History

Unit Title: Symbols of Loss

Unit Designer: Kara Luke

Unit Description: Learners will discuss the concept *suffering is loss* through the works of CMA artists Sigmund Abeles, Leo Twiggs, and Jeff Donovan. The teacher and learners will discuss what it means to lose something, or someone. After sharing stories of loss surrounding our lives, the teacher will discuss many different cultural emblems and items that symbolize emotion, loss, suffering, and personal experience. Learners will identify with and use these “codes” to include in an abstract ceramic portrait.

Images: -Sigmund Abeles, *Blind Musician and Dog*, 1957; CMA 1957.17
-Leo Twiggs, *Red House*, 2006; CMA 2011.16.1
-Jeff Donovan, *Dream Boater*, 2008; CMA 2009.7a-e

Key Concept: Suffering is about loss

Essential Question: How does loss create suffering?

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: Standard MWH-5: The student will demonstrate an understanding of the influence of ideas and technology on the development of nation-states and empires in the

sixteenth through the nineteenth centuries.

- Learning Outcomes:** The learner will:
1. Discuss suffering as loss, listen to and share stories of personal loss.
 2. Discuss using symbols in artwork and how they can be interpreted to mean something personal.
 3. Create an abstract ceramic portrait using symbols to instill a deeper meaning of loss and personal experience.

Motivator: The teacher will bring in many collected items of her own, discuss the personal relevance of each, and discuss the symbology of the items through various cultures and throughout history. This will allow learners to interpret their message of loss in many different ways, still leaving much interpretation up to the viewer.

Day Breakdown: Day 1: Motivator; discussion about loss and suffering.
Day 2: Continued discussion about loss, suffering, and personal experience. Learners will choose an experience in which they lost something/someone for their sculpture.
Day 3: Symbology research to be done on selected items, emotions, or experiences.
Day 4: Learners will create at least 10 blind contour drawing in preparation for the abstract ceramic portrait. The teacher will discuss the concept of abstraction, line, and drawing "what you see, not what you know." The figures for the sculpture will be somewhat non-representational, so blind drawings will help loosen them up, and to get a sense of what sculptural features they want to pronounce, distort, or eliminate.
Day 5: Ceramic handbuilding techniques demonstration; final sketch for assignment will be completed.
Day 6-15: Ceramic sculpture construction, using texture, armatures, facial features, and symbols of loss.

Materials: Objects, paper, pencils, earthenware clay, ceramic tools, wooden boards, spray bottle, plastic bags, texture tools

Resources: CMA exemplars, PowerPoint presentation, computers for research

- Assessment:**
- group participation for discussion
 - symbology research and blind contours checklist
 - formal rubric for sculpture creation

