

Visual Art	<b>Curriculum Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches.</li> <li>• Artists and designers develop excellence through practice and constructive critique; and reflecting on, revising, and refining work over time.</li> <li>• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the world.</li> <li>• Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> </ul>
Grades 7–9	
Period length: 2 hours	

AEC-1054-A Drawing and Sculpture
<p><i>Students will learn about painting, drawing and sculpture while exploring a variety of different materials. Scrap wood, wire and clay will be used to create three-dimensional sculptures, while pencil, charcoal, acrylic paint and watercolor will be used for two dimensional projects. Students will learn the tools and techniques for creating from direct observation as well as their imagination.</i></p>

Clay Vessel	
	Number of days: 1
<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>→ How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>→ How do artists and designers find a particular direction that is effective for their work?</li> <li>→ How do works of art and design help us understand the lives of people of different times, places, and cultures?</li> </ul>
<b>Lesson Objectives:</b>	<ul style="list-style-type: none"> <li>→ <b>Technical Objective:</b> Students will be able to hand build a container out of clay.</li> <li>→ <b>Thinking Skills Objective:</b> Students will be able to think creatively about how to convey an abstract idea through a 3D form.</li> </ul>

	→ <b>Social-Emotional Objective:</b> Students will be able to discuss artwork in a group.	
<b>Learning Targets:</b>	→ I can hand build a container out of clay.	
<b>Materials</b>		
<b>Art References</b>		Heidi Lau <i>Offering Vessel II</i> 2020
		Heidi Lau <i>Container of Worlds I</i> 2023
<b>Links</b>	<a href="https://art21.org/watch/new-york-close-up/heidi-lau-spirit-vessels/">https://art21.org/watch/new-york-close-up/heidi-lau-spirit-vessels/</a>	
<ul style="list-style-type: none"><li>• Sketchbooks</li></ul>		

- Pencils, erasers
- Air-dry clay
- Clay cutting and carving tools
- Boards
- Rollers
- Optional: acrylic paint, brushes

### Academic Vocabulary

- Coil
- Slab

### Procedure (*Italics for teacher dialogue*)

#### Day 1

- Have students discuss images of Heidi Lau's work
  - *What do you think these would hold?*
  - Show video if possible
  - *"I feel haunted by something, and that's why I make the work."*
- *We're going to make containers out of clay. The purpose of the container is to hold something intangible. What does "intangible" mean?*
  - Discuss examples of intangible concepts
  - Ask if anyone knows the story of Pandora's Box; have a student share the story if known
  - *Inside Out* was also offered by a student as an example of physical manifestation of an intangible concept (characters representing emotions)
- Brainstorm a list of intangible ideas on board
- Demonstrate pinch pot method, coil method, and slab method
  - *What do we need to take into account when working in 3D, rather than the 2D drawings and paintings we've made so far?*
- Students may start with an intangible concept (love, regret, joy) and sketch ideas for a container, or may take a process-based approach and start working with clay and see what develops
- Containers may have lids. Containers may have other clay objects inside.
- In-progress self critique:
  - After 30-45 minutes of work time, have students get out their sketchbooks and draw work-in-progress from front, back, and top view
  - *Does your sculpture have visual interest from all views? What changes will you make?*

### Differentiation

- Have a list of intangible concepts available
- Extension: Clay vessels may be painted with acrylic paint when dry

### NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
<p>VA:Cr1.2.5.a (Identify and demonstrate diverse strategies for artistic investigation to choose an approach for beginning a work of art.)</p> <p>VA:Cr2.1.8.a (Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.)</p>			<p>VA:Cn1.1.6.a (Analyze how works of art and design correlate with the needs, desires, beliefs, and traditions of a culture.)</p>

#### Benchmarks from NYC Visual Art Blueprint for Teaching and Learning:

- (8th Grade) Students hone observation skills and discuss works of art.
- (8th Grade) Students reflect on the process of making art.
- (8th Grade) Create a sculpture that demonstrates expressive use of texture and form

### Examples of Student Work



