

## David Drake Visual Arts Unit Plan (approx. one week)

### Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

#### Indicators

VA8-1.1 Identify the materials, techniques, and processes used in a variety of artworks.

VA8-1.2 Describe ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks.

VA8-1.3 Select and apply the most effective materials, techniques, and processes to communicate his or her experiences and ideas through artworks.

VA8-1.4 Use art materials and tools in a safe and responsible manner.

### Using Structures and Functions

Standard 2: The student will use composition and the elements and principles of design to communicate ideas.

#### Indicators

VA8-2.2 Discuss the ways that the visual arts are able to communicate ideas.

VA8-2.4 Describe the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.

### History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

#### Indicators

VA8-4.1 Identify artworks from various cultures and recognize ways in which these works were influenced by man-made and natural factors.

VA8-4.2 Discuss and write about the ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.

### Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

## Indicators

VA8-5.1 Compare various purposes for the creation of works of visual art.

## Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

## Indicators

VA8-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.

VA8-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

## Visual Arts lesson plan

### Day 1 and 2: The Basics

1. The day before you start the lesson ask class to bring in a different containers from home. (looking for a variety)

2. Ask each student what their item is and what it is used for.

3. Define “utilitarian” and define “commodity.”

4. Explain what clay is and introduce vocabulary terms:

- **Clay** is a finely textured mineral substance that is pliable when wet and can be hardened by firing.
- **Coil** is a long form of clay that is rolled into a slender snake-like form in order to produce pottery or other ornamental structures.
- **Firing** is the hardening of a clay vessel by the application of heat.
- **Kiln** is an oven used to fire pottery, capable of producing high, controlled heat.
- **Wedging** prepares clay to be used by removing air bubbles that may exist.

[http://www.digitaltraditions.net/T\\_Resources/Dave\\_Pottery/Teacher\\_Bckgrnd.pdf](http://www.digitaltraditions.net/T_Resources/Dave_Pottery/Teacher_Bckgrnd.pdf)

5. Explain what pottery is; describe the three types: earthenware, stoneware, and porcelain.

<http://www.essential-humanities.net/supplementary-art-articles/pottery-types/>

6. Use this link: <http://ceramicartsdaily.org/ceramic-art-and-artists/criticism-aesthetics/optimum-form-and-function-for-utilitarian-pots-10-questions-to-ask-when-designing-pottery-for-use/> and other links to talk about form versus function of pottery.

7. Ask follow up questions about clay and pottery: Where does it come from? How do we use clay or how did/do other cultures use clay in their everyday lives?

<http://www.kinderart.com/sculpture/clay.shtml>

8. Refer back to examples of containers students brought in.

9. Show examples of clay containers and talk about different cultures that built them.

<http://library.thinkquest.org/C004203/art/art03.htm>

### **Day 3 and 4: Let's Make a Pot**

1. Explain the process of making a coil pot:

**PINCH** - Use your fingers to pinch and poke a single lump of clay into any shape.

**SLAB** - Roll the clay into flat sheets (like a pie crust) to cut apart and assemble.

**COIL** - Roll out long snakes of clay and twist them into coils and shapes.

2. Demonstrate how to form a coil.
3. Show students how to make container's base, using a circle template and how to attach a coil to a slab by pinching.
4. Give each class a portion of clay/play-dough from traveling trunk and tell them to start working on their own piece of pottery, keeping function and form in mind.
5. Get students to sign their first name on the pot with a toothpick.
6. Glaze pots and decorate further (optional)

## Day 5: Tie it all up with Dave

1. Introduce David Drake to the class using the children's book "Dave the Potter: Artist, Poet, Slave" and show short video clip:

<http://www.youtube.com/watch?v=gKjJyalOwN>

2. Show examples of different "Dave" pots using the internet.
3. Get class to explain their function.
4. Explain their aesthetic quality by asking students what they think a "Dave" pot might be worth today and telling them an actual figure.

<http://www.sothebys.com/en/catalogues/ecatalogue.html/2005/important-american-folk-art-furniture-and-silver-including-the-gary-gold-dinner-service-n08097#/r=/en/ecat.fhtml.N08097.html+r.m=/en/ecat.lot.N08097.html/149/+r.o=/en/ecat.notes.N08097.html/149/>

5. Instruct students to write a paragraph about what they learned during the pottery lesson and illustrate how to make a pot. (take up for grade)

\*\*\*optional fieldtrip to Edgefield kiln