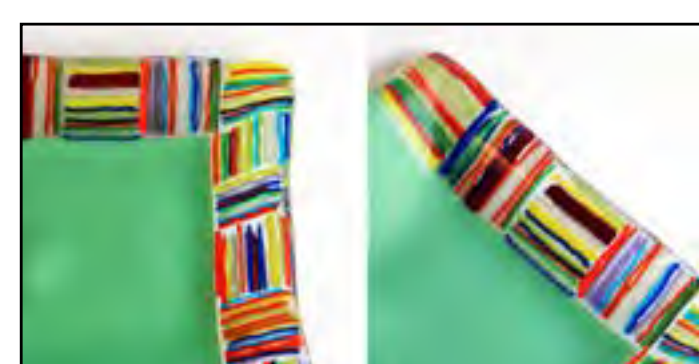


# INTRO TO 3D

UPPER MIDDLE,  
HIGH SCHOOL  
ART



11

# PROJECTS

A SEMESTER OF  
SCULPTURE & CERAMICS



# SEMESTER LONG CURRICULUM



This curriculum is geared towards upper middle school and high school art students.



**A focus on the 3D art with sculpture and ceramics. Includes clay, handbuilding, pottery wheel, mixed media, glass fusing, + more.**



A semester-long course, every day planned.  
Timeline, first day handouts, and more.



**11 projects plus 10 activities.**



# LESSON PACKS

PACKS TYPICALLY INCLUDE:



Lesson plan

PowerPoint presentations

Project instructions

Critiques

Rubric

## Introduction to Glass Fusing Design with the Elements of Art

**BIG IDEA:**  
• Designing with the elements of art

**GOALS:** For students to...  
• Learn about the sculpture method, glass fusing.  
• Focus on line, color, and shape in their design.  
• Create a fused glass work of art.

**ESSENTIAL QUESTIONS:**  
• Why is this method categorized as three dimensional art?  
• How do the elements of art help your design?  
• How can you apply the glass fusing methods to create a work of art?

**OBJECTIVES:** Students will...  
• Learn about glass fusing methods.  
• Create a design that focuses on line, shape, and color.  
• Create a fused glass work of art.

**STANDARDS:** <http://www.nationalartsstandards.org/>  
Elementary School:  
• ART:

## INTRODUCTION TO CERAMICS

**What do I want you to accomplish?**

1. For students to develop their skills in communicating visually and verbally through three-dimensional art
2. For students to gain confidence in talking about and creating works of art in three-dimensions.
3. For students to learn more about themselves through art.
4. For students to expand their knowledge of artists and art historical trends and periods.

**What are we going to do?**

1. **Making art:** In this course you will have a chance to explore topics that focus on your interests through three-dimensions. We will use a variety of building techniques to create works of art out of clay.
2. **Talking about art:** In class we will discuss artwork, current and historic. We will also **critique**, or talk about, your finished work.
3. **Writing about art:** Several times over the semester you will be asked to write about your work and the work of others. This writing could take the form of poetry, story, a persuasive piece, or an artist statement. Writing is meant to **ENHANCE** the art making experience and will never be used as "busy work" or punishment.

**What am I expected to do?**

The following behaviors are expected from students in order to meet our goals

1. **Ambition:** If you push yourself farther than you think you can go, you may surprise yourself with what you are able to accomplish.
2. **Professionalism:** In order to become a better artist and a better thinker, you need to act in a professional manner. This means taking care of all your artwork, cleaning up after yourself and your space, doing your homework, and following all rules, and completing ALL assignments.
3. **Openness:** Being open to new ideas and perspectives is essential to growth in the art world. In order to understand and appreciate the work of others, you must be open to new ideas and perspectives. This means participating in class discussions, and writing assignments. All three are related to the artistic mind.

# EVERY LESSON PLAN INCLUDES:

- BIG IDEA
- ESSENTIAL QUESTIONS,
- US NATIONAL STANDARDS
- STEP-BY-STEP INSTRUCTIONS
- CLASSROOM SET UP
- TEACHING TIPS

& MORE!

## BUILDING WITH CLAY WORKING IN THREE-DIMENSIONS

### BIG IDEA:

- Working in Three-Dimensions

### ESSENTIAL QUESTIONS:

- How can you use the slab building method to create a bowl?
- How can you use the coil method to create a bowl?
- How can you use the wheel throwing method to create a bowl?
- How can you practice safe use of materials and tools?

### GOALS: For students to...

- Understand and
- Beco
- Und
- mate

### OBJECTIVE

- Learn
- Show
- Show
- Show
- Demo

### STANDARDS High School:

- ART:

## *Tissue Paper Lanterns* Chinese Traditions in Modern Art

### BIG IDEA:

- Chinese Traditions in Modern Art

### ESSENTIAL QUESTIONS:

- What are goals you have for your future? Where do you see yourself in 10 years?
- How can you abstract an object?
- How can you turn a two-dimensional sketch into a three-dimensional work of art?

### OBJECTIVES: Students will...

- Look at and discuss examples of traditional lanterns and the lantern festival.
- Learn about abstract art and how to abstract images.
- Consider how they can apply Chinese traditions to a current work of art.
- Create a lantern using reeds, tissue paper, and glue.
- Participate in an in-progress critique of their artwork.
- Write an artist statement about their finished work of art.

3+

PAGES EACH



## *Introduction to Sculpture & Ceramics Timeline*

Semester Long (18 weeks)

- SKETCHBOOK (Half of one week)
  - Accordion style sketchbook
  - Collage front/spine/back however they want as long as it is completely covered.
  - Cover inside flaps, include collage with things they like/items that describe them.
- VISUAL JOURNAL (semester long activity)
  - Students will have the opportunity to work in their visual journal every Friday.
  - Fridays are treated like a "free art day." Students can catch up on projects or work in their visual journals. As long as they are working on something art related they can do what they want.
  - Students will be graded on their visual journals at the end of the semester and must have at least 12 completed pages by the end of the semester. This counts as a project grade.
- COLLABORATIVE GRID (1 week)
  - Group project.
  - Each student had one square of a larger image.
  - Re-created the square 4x larger using paper clay.
  - Introduction to mark making in clay.
- PINCH POT WHISTLE (2 weeks)
  - Introduction to hand building and pinch pots.
  - Required to break out of round shape somehow.
  - Required to include additive and subtractive sculpting in it.
  - They can turn it into whatever they want (animal, object, abstract design, etc.) as long as they meet the requirements.
- INSTALLATION ART-TAPE PEOPLE (2 weeks)
  - Students are paired up.
  - They must select a part of the school to set up an installation.
  - Using their bodies, and packaging tape, they will create a tape person that highlights the space it will be installed in.
- EXTRUDER (or hand rolled) COIL VESSEL (3 weeks)
  - The vessel must be at least 10 inches tall or wide.
  - The design must include positive and negative shapes in the form.
- SELF EXPRESSION THROUGH MASKS (2 weeks)
  - Look at traditional masks in Italy.
  - Create a mask that reflects the student using symbolism.

- Create a piece using slabs that reflects that food tradition.
- Decorate the piece using a stamp (made out of plaster) that reflects the food tradition.
- THROWING ON THE POTTERY WHEEL (2 weeks)
  - Make one mug (with a handle), one bowl, and one piece that is whatever form they want.
  - One will be raku fired, the other two must be glazed to look like a set.
  - TIP: If pottery wheel are limited, divide the students into groups. Have the class work on the food traditions project while you work with groups on the wheel. Limit wheel throwing to one item if needed for time.
- LANTERN ARCHITECTURAL STUDY (2 weeks)
  - Take an object and abstract it by printing a picture of it, tracing the picture, but simplifying it, creating a second tracing on top of that that maps out the final design skeleton, etc.
  - Create skeleton of the lantern with reeds
  - Layer tissue paper over the skeleton (not everything has to be covered in tissue paper, there can be positive/negative space)
- GLASS FUSING (1 and a half weeks)
  - Create a geometric abstract design.
  - Use small molds.
  - Can create a pendant, bowl, or flat piece to be hung.
- FINAL WEEK:
  - Each student is assigned a section of the room to clean for a grade
  - Turn in visual journal (at least 12 pages complete), fused glass pieces, and sketchbook
  - Wrap up glazing if needed.

## *Completed work at the end of the semester:*

- HOMEWORK:
  - Signed syllabus
  - Visual journal book
- SKETCHBOOK:
  - Introduction to mark making and clay notes
  - 3 thumbnail sketches of pinch pot
  - Installation art notes and list it/sketch it plans
  - 6 thumbnails sketches of coil vessels
  - Art history notes on masks
  - 3 thumbnail sketches of mask ideas
  - List it/sketch it for food traditions
  - 9 thumbnail sketches for pottery, in color
    - 3 mugs
    - 3 bowls
    - 3 free form
  - List it/sketch it of lantern ideas plus 6 sketches on tracing paper
  - 3 full size glass design sketches, in color
- DAILY WORK:
  - Whistle critique
  - Tape person critique
  - In progress critique reflection
  - Coil vessel final critique
  - Leather mask critique
  - Food traditions critique
  - Pottery wheel critique
  - Tissue paper lantern in progress critique
- GOOD CITIZENSHIP & CLEAN UP:
  - Clay wedging duties
  - Daily clean up
- PROJECTS:
  - Accordion sketchbook

# TIMELINE

SEMESTER OVERVIEW, QUICK INFO, PROJECT LIST

# Introduction to Sculpture & Ceramics

## What do I want you to accomplish?

1. For students to develop their skills in communicating visually and verbally through three-dimensional art.
2. For students to gain confidence in talking about and creating works of art in three-dimensions.
3. For students to learn more about themselves through art.
4. For students to expand their knowledge of artists and art historical trends and periods.

## What are we going to do?

1. **Making art:** In this course you will have a chance to explore topics that focus on your interests through three-dimensions. We will use a variety of materials including clay, packaging tape, glass, leather, and more.
2. **Talking about art:** In class we will discuss artwork, current and historic. We will also critique, or talk about, your finished work.
3. **Writing about art:** Several times over the semester you will be asked to write about your work and the work of others. This writing could take the form of poetry, story, a persuasive piece, or an artist statement. Writing is meant to ENHANCE the art making experience and will never be used as "busy work" or punishment.

## What am I expected to do?

The following behaviors are expected from students in order to meet our goals:

1. **Ambition:** If you push yourself further than you think you can go, you may surprise yourself with what you are able to accomplish.
2. **Professionalism:** In order to become a better artist and a better thinker, you need to act in a professional manner. This means taking care of all your artwork, cleaning up after yourself and your space, doing your best at all times, following all rules, and completing ALL assignments.
3. **Participation:** Art is about creating and discussing. For you to reap the full benefits of this course, you need to participate in art making activities, class discussions, and writing assignments. All three are related and participation in all these tasks will benefit your artistic mind.
4. **Open-mindedness:** New thoughts and ideas are constantly arising in the art world. In order to understand, appreciate, and have the creative mind to create wonderful art work you must be open to new ideas and experiments. Don't be afraid to try new things and have fun with it!

## How will I be graded?

1. **60% Projects:** Final projects will be graded on craftsmanship, ambition, engagement with assignments, and your overall final product. All projects are due on the **day of the critique** (various dates to be announced throughout the semester). If there is no critique, your project is due at the end of the class on the due date. After you receive your grade, you will have three days to revise your artwork. This gives you an opportunity to improve your grade. Unexcused late work will NOT receive full credit. In order for you to complete all projects on time, you will need to work the entire class period. All work is to be kept in your cubby in the classroom at all times.
2. **20% Daily Work:** Participation is expected and essential for your success in this class. Work bell to bell EVERYDAY. The participation grades include in-class assignments, weekly artist to know, discussions and critiques.
3. **10% Homework and Sketchbook:** Any late assignments will not receive full credit unless it is due to an

student to be responsible, helpful, kind to their peers, and overall good citizens; all of these things will be taken into account for this portion of your grade.

## Grading Scale

100-90=A  
89-80=B  
79-70=C  
69 or below=F

## What happens if I miss class?

It is the responsibility of the student to make up any missed work due to an excused absence. THE TEACHER WILL NOT TELL YOU WHAT YOU MISSED: YOU MUST ASK FOR WORK. You have three days to make up any missed assignments.

## What should I do with graded work?

Work to be graded is due on the day of the critique for the current unit. ALL GRADED WORK IS TO BE KEPT IN YOUR CUBBY WITH THE RUBRIC UNTIL THE END OF THE SEMESTER. At times I will take your work and display it on campus and need easy access to it. Once I say you can take home a project you may, but until then please keep it in the classroom!

\_\_\_\_\_  
Signature of student Date

\_\_\_\_\_  
Signature of Parent Date

Teacher Contact Info:

*The teacher reserves the right to make changes to this syllabus as necessary. Although changes of this type are rare and try to be avoided if at all possible, sometimes they are required due to unforeseen circumstances (snow days, changes to school calendar, etc.). Any changes will be communicated as early as possible, and they will be communicated in writing.*

## 3D Survey

1. What are some of your favorite projects and materials from other art classes you have taken?

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2. Have you ever worked with clay before? If so, when?

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3. Have you ever created a sculpture using materials other than clay? If so, with what?

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4. What are you hoping to learn in this class?

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5. What is your favorite type of art?

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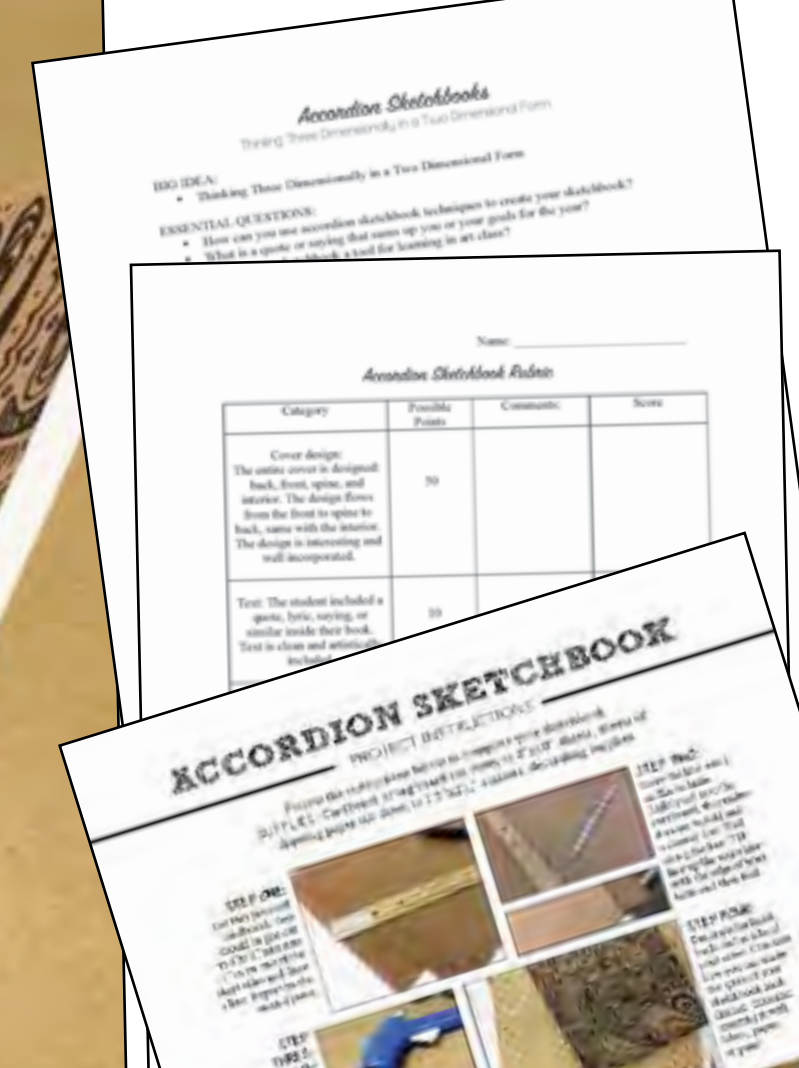
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# FIRST DAY

## SYLLABUS & GET TO KNOW YOU ACTIVITY





# DIY SKETCHBOOK

## ACCORDION SKETCHBOOK PROJECT

LESSON PLAN, GUIDE, PRESENTATION, RUBRIC





**Altered Books/Visual Journals**  
 Self Expression, A Semester or Year Long Activity

**IBO IDEA:**  
 • Self Expression

**ESSENTIAL QUESTIONS:**

- How can you express yourself through your visual journal?
- How can you experiment with a range of materials in your visual journal?
- How can you balance text and imagery in your visual journal design?

**OBJECTIVES:** Students will...

- Consider how to express themselves through their visual journal.
- Create pages that reflect their goals, daily life, and interests.
- Use a variety of art making techniques in their visual journal.

**STANDARDS:**  
 Middle School:

- ART:
  - Visual Art Creating, Grade 6, VA-C6.2.6 Formulate an artistic investigation of personally relevant content for creating art.
  - Visual Art Creating, Grade 7, VA-C6.2.7 Develop criteria for making a work of art or design to meet an identified goal.
  - Visual Art Creating, Grade 8, VA-C6.2.8 Collaboratively stage an investigation of an aspect of present-day life using a contemporary

**Additional Visual Journal Information**

**Resources:**

- Craft Paper Station: <http://www.craftpaperstation.com/>
- Book Between the Lines: <http://www.bookbetweenthelines.com/>
- Baker Design: <http://bakerdesign.com/>

**Directions:** I typically only offer prompts when I have a task, but some tasks are optional. Here are a few I used at the start. Look Between the Lines has challenges at the end of every visual journal post.

- 1. Theology and Nightmares:** Create a page about a dream or nightmare you recall, or just dream up the details.
- 2. A Tribute:** Create a tribute to an important person in your life. They can be alive or dead, a family member, historical figure or celebrity. (I don't do this for someone who has been personally).
- 3. Materials:** Create a page using newspaper, stick tape, a ribbon, and a lot of interesting paper (over 1000+ of paper).
- 4. Habits and Traditions:** Create a page about one of your family habits or traditions. Create a page about one of your daily, weekly, bi-weekly, or monthly rituals. You can do this on a family or with your friend.

**Visual Journal**  
 self expression, creative outlet, archive, memory book, scrapbook, record keeper, photo book, sketchbook, experimentation, personal use of a kind

**what should I do in my visual journal?**

1. Make a list of 10 things about you.
2. Make a page about one of them.
3. Use cut tape, newspaper, two magazine cut outs, and sharpie to create a page.
4. MAKE A VISUAL JOURNAL PAGE ABOUT YOUR FAVORITE CHILDHOOD TOY.
5. Create a page about your favorite childhood toy.
6. Create a visual journal page using newspaper, stick tape, a ribbon, and a lot of interesting paper (over 1000+ of paper).
7. Create a tribute to an important person in your life. They can be alive or dead, a family member, historical figure or celebrity. (I don't do this for someone who has been personally).
8. Create a page using newspaper, stick tape, a ribbon, and a lot of interesting paper (over 1000+ of paper).
9. Create a page about one of your family habits or traditions. Create a page about one of your daily, weekly, bi-weekly, or monthly rituals. You can do this on a family or with your friend.
10. Create a page about one of your favorite childhood toys.

Visual Journal Project Rubric

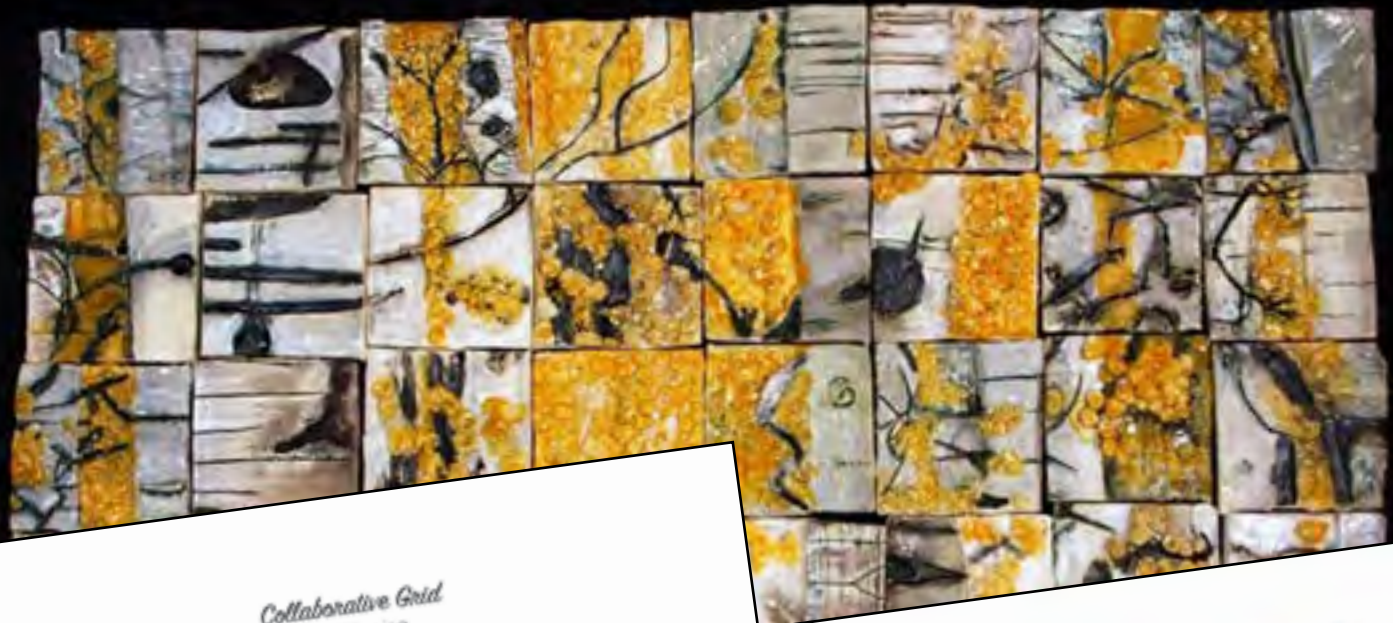
Category	Expectations	Possible Points	Comments	Score
Pages	Visual journal has at least 12 completed pages for a semester long course, 24 for a year long course. The pages are interesting, creative, and look complete.	30		

# VISUAL JOURNAL

## WEEKLY MIXED MEDIA PROJECT

### LESSON PLAN, POSTERS, PRESENTATION, RUBRIC





### Collaborative Grid Relief Carving

#### BIG IDEA:

- Relief carving and teamwork

#### ESSENTIAL QUESTIONS:

- How can you enlarge an image while keeping the proportions accurate?
- How can you use relief carving and additive sculpture techniques to recreate the image?
- How can you be part of the group effort to create and display a successful final sculpture?

#### OBJECTIVES: Students will...

- Look at and discuss examples of relief carvings and grid painting.
- Create at least one relief carving that enlarges and recreates the image of a 1"x1" square onto a 4"x4" clay slab.
- Implement relief carving and additive sculpting techniques to create a relief carving.
- Practice glazing techniques that replicate the colors of the original image.
- Participate in a group effort to construct the finished relief carvings into a whole sculpture to display in the school.

### COLLABORATIVE GRID INSTRUCTIONS

- Select one of your 1"x1" images. Dip it into to look at the back and number on the back.
- Using a pencil/lead, write the letter and number on the back of your clay slab. Make the letter and number as legible and pointing the same direction as the printed image.
- Turn over your image square and your slab so the letter and number are pointing the opposite way when flipped over. This is very important! The slab is water to dry naturally.
- Turn your image pointing the wrong direction. If you flip the pieces together in the end, the collaborative piece will be done.
- Build your design up and down, following every detail in the image. The collaborative piece will be done.
- Place the slab into a water container if you need to continue working on it another day.
- Once your piece is finished, brushly cover it with the top to let it slowly air dry.
- Once all your pieces are complete, follow your teacher's instructions to prep it to display.

Name: \_\_\_\_\_

### Collaborative Relief Critique

- What is your first impression of the artwork now that you see it on display? What are the first words that pop into your head?  
\_\_\_\_\_  
\_\_\_\_\_
- How does the artwork change the space it is hanging in?  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

### Collaborative Relief Rubric

Category	Possible Points	Comments	Score
Construction: The relief carving is accurate, uses a variety of methods to create the image, and additive techniques are also used.	25		
Glazing: The piece is accurately glazed to			

# COLLAB RELIEF

SLAB DESIGN WITH ADDITIVE & SUBTRACTIVE SCULPTING

LESSON PLAN, PRESENTATION, GUIDE, CRITIQUE, +









# TAPE PERSON

## INSTALLATION ART INTRODUCTION

LESSON PLAN, PRESENTATION, CRITIQUE, RUBRIC, MORE





### Coil Vessels

#### Hand Building & Positive vs. Negative Shapes

**BIG IDEA:**

- Coils and positive vs. negative shapes

**ESSENTIAL QUESTIONS:**

- How can you use coils to build a vessel?
- How can you incorporate positive and negative shapes into your design?
- How can you use glaze to enhance your coil vessel design?

**OBJECTIVES:** Students will...

- Look at and discuss examples of coil vessels and hand building techniques.
- Plan out and create a coil vessel that includes positive and negative shapes.
- Participate in an in-progress critique of the coil vessels.
- Respond to their peers' comments through choosing whether or not to change their design.
- Glaze their coil vessel using low fire glaze.
- Participate in a final critique.

**STANDARDS:**  
Elementary School

- ART:
  - Grade 5, *Creating*: VA-CCL.2.6 Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
  - Grade 5, *Creating*: VA-CCL.3.5 Combine ideas to generate an original idea for art-making.
  - Grade 5, *Responding*: VA-BoT.1.5 Compare one's own interpretative work of art with the interpretation of others.

**Creating, accomplished:** VA-CCL.2.6. Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

**SUPPLIES:**

- Clay extruder
- Lixella clay (estimate half a bag per student, due to the size of the vessel, this project consumes the most clay)
- Lixella slip
- Sponges
- Needle tools
- Clay tools for carving and textures
- Rubber rib
- Low fire glazes (students are limited to a maximum of three glaze colors, two is ideal)
- Glazing brushes
- Sponges
- Kils
- Newspaper covered tiles or similar to build vessel on and transport sculptures.

**VOCABULARY:**

- Sculpture: the art of making two- or three-dimensional representative or abstract forms, by carving stone or wood or by casting metal or plaster or by building with clay.
- Ceramics: pots and other articles made from clay hardened by heat.
- Clay: a natural earthy material that is plastic when wet, consisting essentially of hydrated silicates of aluminum, used for making bricks, pottery, etc.

Name: \_\_\_\_\_

### Coil Vessel Critique Reflection

After the in-progress critique, what improvements do you want to make to your coil vessel design? What parts of your design do you like?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

### BUILDING WITH COILS

## CLAY VESSELS

**STEP 1:** Plan out what you want your vessel to look like in thumbnail sketches.

**STEP 2:** Roll out a slab and cut out the base of your clay vessel.

**STEP 3:** Roll hard or with an **tip** roll the clay from fingers to the bottom.

**STEP 4:** Score and slip between the base and the bottom of the first coil. Score and slip between every coil layer.

**STEP 5:** To build your vessel straight up, place coils directly on top of each other. To build out the walls, place coils slightly on the outside as you stack them.

**STEP 6:** To build your vessel inward, place coils slightly on the inside as you stack them.

**STEP 7:** To add handles, roll out a coil, shape it, allow it to dry slightly, then score and slip it to the vessel.

Name: \_\_\_\_\_

### Coil Vessel Final Critique

Take a look at the finished coil vessels. Select a different work of art for each question below.

1. Which work of art stood out to you most? Why?
2. Which coil vessel has the most interesting shape? Why does it stand out?
3. Which vessel has the best use of negative shapes used in the design? How were they incorporated?
4. Which vessel has the best glaze color combination and coating? Why does it stand out?

Name: \_\_\_\_\_

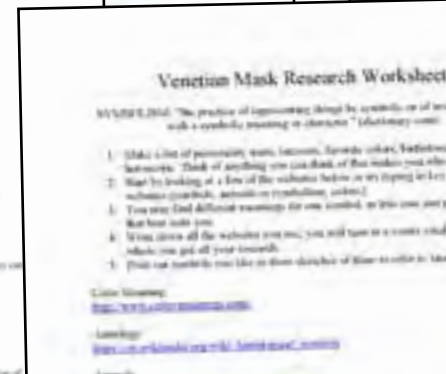
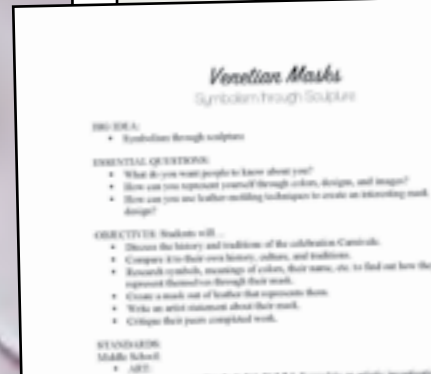
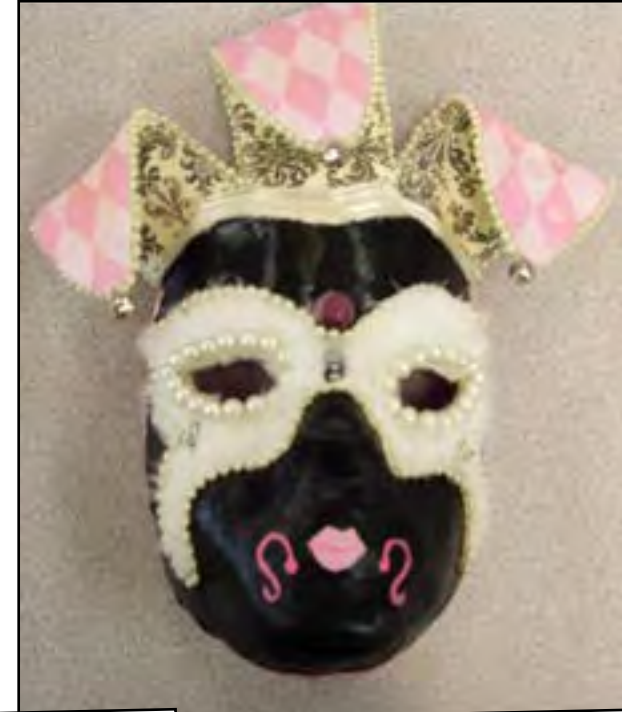
### Coil Pot Rubric

Category	Possible Points	Comments	Score
Construction: The coil pot is well constructed, everything was scored and slipped, you paid attention to the shape and design of the foot and top of the pot.	25		
Design: Includes both positive and negative shapes in the design, has an interesting, even form, the design looks intentional. Intentional decisions were made about exposed vs. smoothed out coils.	25		
Glazing: It has interesting colors that complement the design and shape.	20		
Craftsmanship	10		
Creativity	10		
Effort: You spent your time wisely and put a lot of effort into your project.	10		

# COIL VESSEL

COIL CONSTRUCTION + POSITIVE & NEGATIVE SPACE  
 LESSON PLAN, PRESENTATION, GUIDE, CRITIQUE, +





# VENETIAN MASK

## LEATHER MASKMAKING PROJECT

LESSON PLAN, RESEARCH ACTIVITY, SYMBOLISM, + MORE





**Food Traditions**  
Slab Building and Mold Making

**BIG IDEA:**

- Slab building and mold making

**ESSENTIAL QUESTIONS:**

- What are food traditions that you celebrate?
- What is the relationship between the food tradition and the piece it is served in?
- How can you create a clay piece that reflects your food tradition through the form and stamped design?

**OBJECTIVES:** Students will...

- Look at and discuss popular food traditions.
- Transform their personal food traditions.
- Learn how to make a plaster mold of a carved clay design.
- Create a stamp that reflects their food tradition.
- Create a functional stamped slab pottery piece that can be used as part of their food tradition.
- Write an artist statement about their work of art.
- Participate in a critique of their artwork.

**STANDARDS:**

Name: \_\_\_\_\_

**Food Traditions Critique**

Take a look at the pottery pieces. Select a different work of art for each below.

- Take a step back from the clay pieces. Which one jumps out at you first? \_\_\_\_\_
- What food tradition do you think this piece goes with? Why? \_\_\_\_\_

6. Which work of art has the best use of the stamp? Why? \_\_\_\_\_

7. Which work of art best utilized the stamping technique? Why? \_\_\_\_\_

8. Which work of art has the best glazing technique? Why? \_\_\_\_\_



**FUNCTIONAL CERAMICS**

### SLUMP POTTERY

**STEP 1:** Cut off a piece of clay. Roll it out to 1/4" to 1/2" thick. Make sure it is large enough for the shape, size, and depth of the piece you are creating.

**STEP 2:** Cut out your shape. Consider adding to the size to allow for depth.

**STEP 3:** Slump your clay piece to the form you want.

For a shallow serving dish, bowl, or similar by using fabric to the bottom of a bowl or other and by the piece in it like hammock. Cut out clay sections to help create the form.

**ADDING DECORATION**

### PLASTER STAMP

**STEP 1:** Start with a thick slab. It should be the size of the design you want to use for your stamp. Carve your design into the clay. Make sure it's smooth.

**STEP 2:** Build a clay box around your stamp design. Don't worry about scoring and slipping, just make sure there are no holes and everything is smooth.

**STEP 3:** Mix your plaster. Follow instructions on your plaster package. Use water to help it harden faster. It should be the consistency of pudding.

**STEP 4:** Once the plaster is ready, pour it into your mold. Lightly tap it on the table to make sure air bubbles rise to the surface and pop.

**STEP 5:** Let it dry! Allow it to sit overnight, uncovered, so it can cure.

**STEP 6:** Once the plaster is dry, remove the piece.

Name: \_\_\_\_\_

**Food Traditions Rubric**

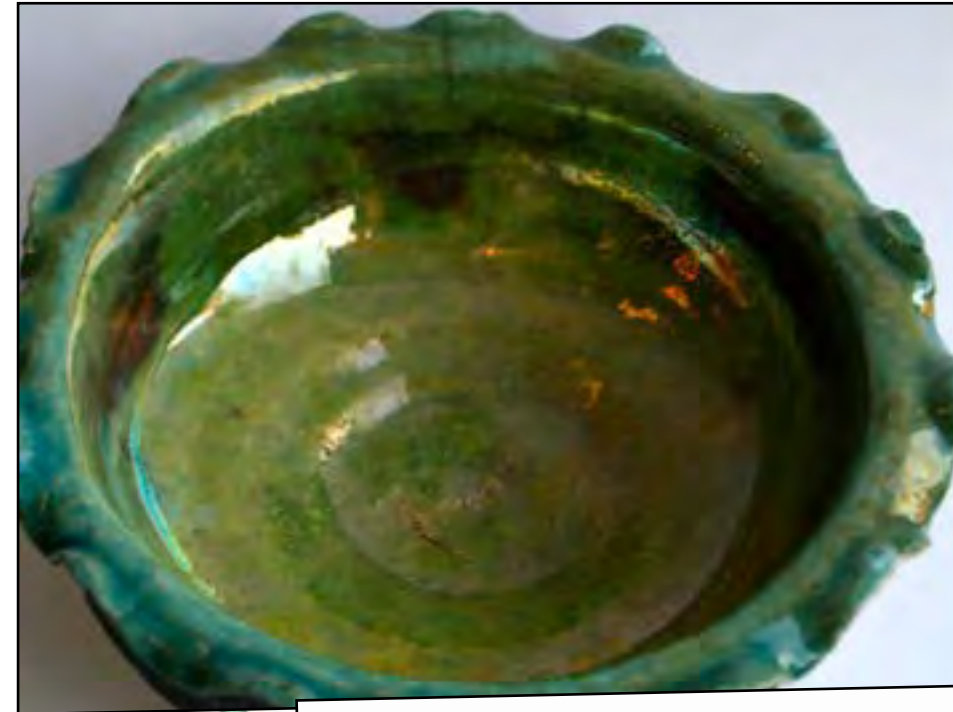
Category	Possible Points	Comments	Score
Construction: The piece was created using slabs and stamping techniques. The form well reflects the food tradition.	20		
Design: The stamp visually reflects the food tradition and is creatively incorporated into the slab form.	20		
Glazing: It has interesting colors that complement the design and shape and ties to the food tradition.	20		
Craftsmanship	10		
Artist Statement: An artist statement was included and explains the purpose of their piece. Statement is at	10		

# FOOD TRADITIONS

## SLAB CONSTRUCTION + PLASTER STAMP DESIGN

### LESSON PLAN, PRESENTATION, 2 GUIDES, CRITIQUE, +





*Throwing on the Pottery Wheel*  
Focusing on Form

**IBO IDEA:**

- Focusing on Form

**ESSENTIAL QUESTIONS:**

- How is the pottery wheel used to create ceramic pieces?
- How can you manipulate the clay and create different forms on the pottery wheel?
- How can you decorate and glaze two pieces to look like a set?

**OBJECTIVES:** Students will...

- Learn about the steps to throwing on the pottery wheel.
- Show their understanding of the pottery wheel by creating three pieces on it.
- Apply their glazing knowledge to glazing all three pieces.
- Demonstrate proper use of materials and tools in the classroom.

Name: \_\_\_\_\_

*Pottery Critique*

Take a look at the pottery. Select a different work of art for each question.

- Take a step back from the pottery. Which group jumps out at you first? \_\_\_\_\_
- Take a closer look. Which two pieces look most like a set? Why? \_\_\_\_\_

How to Access the File via  
**GOOGLE DRIVE & YOUTUBE**

[Click here to watch the video on YouTube](#)

[Click here to download from my Google Drive](#)

*Raku Kila How To*

- Set up outside, start with a layer of cinderblocks, and then put a layer of fire bricks.
- Use three firebricks, set them on their side to support the kiln shelf.
- Put the clay pieces on stands on the shelf.
- Carefully place the raku kiln on top, making sure the clay pieces aren't touching the side of the kiln.
- Secure the torch to a propane tank, prop the torch up on two cinderblocks stacked on top of each other.
- Place the torch a few inches outside of the kiln opening. The flame needs space to allow only easily flow into the kiln.
- Turn the knob on the propane tank (you can open it all the way, the amount that comes through the torch is controlled through the knob on the torch) and turn the knob on the torch on just until you hear the gas being released.
- Use a lighter to light the torch, and place it in front of the kiln. If you need to turn up the tank, create a stronger flame, do it, it shouldn't be lapping up the outside of the kiln, it should be inside the kiln.
- Every 10-15 minutes turn up the torch until you hear a distinct sound change in the gas flame.

Name: \_\_\_\_\_

*Pottery Wheel Raku*

Category	Possible Points	Comments	Score
Construction: the pieces well made, even, has a good shape, the mug has a handle, and all are trimmed	35		
Pottery set: Two of the three pieces are designed and glazed to look like a set.	10		

# POTTERY WHEEL SET

3 MATCHING WHEEL THROWN VESSELS

LESSON PLAN, PRESENTATION, DEMO, CRITIQUE, +





*Tissue Paper Lanterns*  
Classroom Traditions in Tissue Paper

**NO IDEA:**

- Chinese Traditions in Modern Art

**ESSENTIAL QUESTIONS:**

- What are goals you have for your future? Where do you see yourself in 10 years?
- How can you abstract an object?
- How can you take a two-dimensional sketch into a three-dimensional work of art?

**OBJECTIVES:** Students will...

- Look at and discuss examples of traditional lanterns and the lantern festival.
- Learn about abstract art and how to abstract images.
- Consider how they can apply Chinese traditions to a current work of art.
- Create a lantern using tooth, tissue paper, and glue.
- Participate in an in-progress critique of their artwork.
- Write an artist statement about their finished work of art.

**STANDARDS:**  
Middle School

- **ART:**
  - Creating, Grade 8: V.A.CR.1.A, Document early stages of the creative process visually and/or verbally in traditional or new media.
  - Creating, Grade 8: V.A.CR.3.B, Apply relevant criteria for a critique, reflection, and peer reactions for a work of art or design in progress.
  - Create & Connecting, V.A.CN.12.B, Document different world and/or cultural practices.

Name: \_\_\_\_\_

*Tissue Paper In Progress Critique*

Turn this over and place next to your work of art for your classmates to critique. While the music plays, slowly walk around the room and carefully look at the paintings. When the music stops, go to the nearest paintings and write down "LOVE" and one "IMPROVE."

**LOVE:** your favorite thing about the piece in a full sentence. Example: I really love how abstracted your original image, point out specifics.

**IMPROVE:** one thing the artist can change to improve their work of art. Example: I would try to pull the tissue paper tighter around the rods to create a smoother finish.

Review your feedback. Write down what you love about your work of art and improvements you want to make based on the feedback.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

*Tissue Paper Lantern Rubric*

Category	Expectations	Possible Points	Comments	Score
Final Lantern	The design is an abstraction of the original image. It has interesting use of line and shape.	25		
Tissue Paper Application	The tissue paper is neatly applied and covers the wood skeleton. The tissue paper adheres to the wood.	25		
		50		
		50		
		50		
		50		
		50		

**NO TISSUE PAPER LANTERN CHECKLIST**

\_\_\_\_\_ List of items.

\_\_\_\_\_ Three images, four sets of tracings for each image, six design tracings in total.

\_\_\_\_\_ Sketches were turned and attached according to your base sketch design.

\_\_\_\_\_ Tissue paper is used to cover the wood skeleton.

\_\_\_\_\_ The wood and tissue paper construction is neat and clean.

\_\_\_\_\_ How the lantern is displayed was considered and planned for.

\_\_\_\_\_ An artist statement was written.

# PAPER LANTERN

## FUNCTIONAL SCULPTURE

LESSON PLAN, PRESENTATION, CRITIQUE, RUBRIC, MORE





**Introduction to Glass Fusing**  
Design with the Elements of Art

**BIG IDEA:**

- Designing with the elements of art

**GOALS:** For students to...

- Learn about the sculpture method, glass fusing
- Focus on line, color, and shape in their designs
- Create a fused glass work of art.

**ESSENTIAL QUESTIONS:**

- Why is this method categorized as three dimensional art?
- How do the elements of art help your design?
- How can you apply the glass fusing methods to create a work of art?

**OBJECTIVES:** Students will...

- Learn about glass fusing methods.
- Create a design that focuses on line, shape, and color.
- Create a fused glass work of art.

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Name: \_\_\_\_\_

**Glass Fusing Rubric**

Category	Expectations	Possible Points	Comments	Score
Overall Design	The design is strong, balanced, and interesting.	25		
Line	There is a strong sense of line created by the different pieces being fused together.	25		
Shape	There are a variety of shapes that work together to create a strong design.	25		
Color	There is an interesting use of color.			

# GLASS FUSING

USING AN ELECTRIC KILN TO FUSE GLASS

LESSON PLAN, PRESENTATION, FIRING SCHEDULE, MORE



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# LOOK BETWEEN THE LINES

## BY WHITNEY PANETTA



I'm Whitney, a former art teacher turned art curriculum developer. I now focus on designing art lessons, resources, & full curriculums for elementary, middle, high school art teachers, homeschool parents, & general art enthusiasts.

I am so glad to still be connected to the world of art education and I love seeing my resources "in the wild" all over the globe. Reach out anytime with questions or comments at [whitneywpanetta@gmail.com](mailto:whitneywpanetta@gmail.com).