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Lesson 2-Narrative & Memory

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LESSON TITLE 2: Self Identity-Narrative Memories-Greek Pottery

GRADE LEVEL: High School-Adaptable to Middle and Elementary School

MEDIUM: ceramics/clay

BUDGET: 4 classes of about 30 students=120 students

Red Earthenware Clay =\$17.70 per 50 lbs

Black Decorative Slip=\$

Clear Transparent Glaze=\$31.95

SUPPLY LIST:

Red clay

Clear Transparent Glaze

Black Decorative Slip

Carving Tools-needle tools or pencils

Clay Construction Tools- beginner kit or plastic forks and knives

Water

Slip- can make your own by mixing clay with water

Cardboard

Scissors

Pencils

Black Marker

SUGGESTED TEXTBOOK OR READING LIST: Greek Pottery Reading Material

TIME FRAME/SCHEDULE: 6-8 class periods

*Class period= one hour and fifteen minutes

LESSON OVERVIEW: This lesson reviews some of the basic elements of Greek pottery and how narrative relates directly back to IDENTITY. Students will create vessels that simulate the pottery by the Greeks

YOUR RATIONALE: Illustrating is a common way for individuals to represent themselves. Therefore in order to more fully understand the concept of identity, students will discover narrative concepts as well as explore defining moments in their own histories.

THEME/ KEY CONCEPT: Self Identity through narrative memory illustrations in the same practice as the Greek potters

ESSENTIAL QUESTIONS:

How did the Greeks use narrative in their decoration?

Did this tell about their identity as a people?

What types of things can you infer about them from the images?

What would you want people hundreds of years from now to know about you?

ARTIST NAME: Greek Potters

- Key artwork: Greek Pottery

- Key ideas: Their ideas were to capture great, epic moments in their history that they believed really defined them or told of their glory.

- Key art making strategies: The Greeks used red clay with black slip and carved narrative scenes using the sgraffito method.

RELATED STUDIO ACTIVITY

Key ideas: Identity-Sketch out an image that reflects a significant event or happening in your life

Sub-ideas: How would you want people in the future to view you? What events would you want to go down in history?

- Choice of media, subject matter, formal limitations: Ceramics, personal memories, limited to carving on ceramic vessels.

- Personal connections: Students can demonstrate personal events through an ancient narrative pottery decoration.

- Development of student ideas for expression: required to research vessel shapes and design several in sketchbook to decide on one to make. Also sketch a narrative depicting an important event in your life that tells about yourself.

- Description of the activity: Creating a Greek pottery vessel with a narrative illustration that tells about their identity

CONCEPT MAPPING: in sketchbook about memories and how they affect a person's identity

OBJECTIVITIES:

The student will use concept mapping and sketchbooks to develop ideas for final project

The student will create a final ceramics piece that has been bisque and glaze fired

The students will describe their process and what individual elements/pictures mean in their artwork in group critique.

The students will create a writing piece to express the meaning of their artwork.

AREA OF INTEGRATION:

ART AND History- This lesson relates the art history of Greek pottery back to everyday art practices in ceramics.

PREPARATION:

Wedge clay- or buy pre-wedged clay

Make/buy black slip

Prepare Greek Pottery Material- run copies for each student

Get Carving Tools

Have a step-by-step handout or poster on how to create a cardboard template

Have examples/slides of greek pottery and narrative, along with the reading handout

Assignment sheet listing expectations and project checklist w/ rubric- to be turned in at the end of the assignment with student feedback (attached w/ lesson plan)

PROCEDURE:

Day one: Introduce NARRATIVE

Brainstorm what this means in relation to IDENTITY

Introduce Greek Pottery

Review the shapes, types, and narrations of Greek pottery

Tell about how Greek Pottery often had scenes of battles and epic tales in order to capture the memory of the event and retell it through time

Ask students to think of a memory that they have of their lives that they would want to let people hundreds of years from now, know about them and who they are

Begin sketch ideas in class and for HW

HW: Finish Sketches of shape ideas and for illustrations of narrative memories

Day two: Chose shape for final project and create a template for each pot with cardboard

Review or Introduce the Coil method

10" minimum height requirement

Guided Practice- Demonstrate how to make a circular base

How to make coils

How to score and slip coils together

How to smooth outside of the vessel

Use the rest of the day to begin projects

Day three: Work Day-begin constructing vessels using coils and following template

Day four: Work Day- finish actual coil construction & smooth out surface

Day five: Work Day-Add a layer of Black Slip and at workable leather hard, carve your illustrative narrative in vessel allowing the red clay to show through and add handle

BISQUE FIRING

Day six: Peer Partner-Group-and Self Critique

Add a couple of coats of clear translucent glaze

GLAZE FIRING

VOCABULARY:

Identity-condition or character as to who a person or what a thing is

Sgraffito- accomplished by applying to an unfired ceramic body two successive layers of contrasting slip, and then in either case scratching so as to produce an outline drawing.

Greek Pottery- ceramic art found

Greek Vase Shapes- see handout for definitions and illustrations

http://mkatz.web.wesleyan.edu/vases/vase_shapes.html

EVALUATION AND RUBRICS:

Assessment/Rubric

Assignment:

20pts =Criteria 1 – completion of sketches (vessel type and event narration)

20pts =Criteria 2 – 10' coil vessel with handle bisqued and glazed using sgraffito technique

20 pts =Criteria 3 – Effort: took time to develop idea & complete project? (Didn't rush.)

Good use of class time?

20 pts. =Criteria 4 – Craftsmanship – Neat, clean & complete? Skillful use of the art tools & media?

20pts =Criteria 5 – Participation in group & peer critique and written response

Student Rating and Teacher Rating

Student reflection:

Give yourself a numerical grade in the following 4 categories

1. Met criteria of the project _____

10inches high

Pot is Greek pot shape inspired

Used sgraffito technique

2. Creativity _____ Why?

3. Level of Effort/ Perseverance _____ Why?

4. Craftsmanship _____ Why?

Teacher's Comments:

Project Total = 100pts

Grading Scale

95-100: A 90-94: A- 85-89: B+ 80-84: B 75-79: B- 70-74: C+

65-69: C 60-64: C- 55-59: D+ 50-54: D 49 or below: E

FOLLOW UP:

Present to corresponding History class providing a brief Greek pottery background and how student work is directly related.

Greek Pottery Vessel Construction and Identity Narratives Peer Partner Critique

In your opinion, describe what your partners illustration/decoration is meant to tell about their IDENTITY:

After talking with your partner about their illustration, what is the meaning of their illustration/decoration on their vessel?:

Were they successful in portraying their thoughts to you? Why or why not? Are there room for improvements?:

Do you feel that your own illustration/decoration of an event was successful after discussing it with your partner? Why or why not?:

