table of contents

Lesson Overview ......................................................... 01
Core Curriculum Tie-Ins ................................................ 02
About ................................................................. 03
Lesson Plan ............................................................ 04-05
Vocabulary ............................................................. 06
Ressources .............................................................. 07
Lesson Overview

Lesson Plan
Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

Lesson Objectives
- To develop writing skills by describing and interpreting works of art.
- To learn about the history of clay and its physical properties.
- To explore themes used by ceramic artists.
- To create a collage inspired by a piece of writing.

Core Curriculum Tie-ins
Ninth through Twelfth Grades: Language Arts and Visual Art.

Lesson Overview
On the A.R.T.S. tour, students will learn about the work of the artists featured in the exhibit **Groundbreaking**. In this lesson, they will describe and interpret the artwork to develop their writing skills and art appreciation. They will then be inspired by the themes discovered in their analysis to create a collage.

Length of Class
One to Three Class Sessions.

Supplies
- Images of the Work from the Exhibit **Groundbreaking**.
- Access to Internet Resources.
- Pencils and Paper for Writing.
- Cardstock.
- Magazines.
- Scissors.
- Glue Sticks.

Lauren Mabry - Composition of Enclosed Cylinders (Side 1)
core curriculum tie-ins

9th-10th grades Language Arts

Range of Writing: Writing Standard 10:
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Writing Standard 3:
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

11th grade Language Arts

Speaking and Listening: Standard 4:
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

12th grade Visual Art

Strand: RESPOND:
Students will understand, evaluate, and articulate how works of art convey meaning for the observer, as well as the creator.

Standard L1.V.R.3:
Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and it's various contexts.
ABOUT

Groundbreaking

In Groundbreaking, come see historical tableware patterns that have been reimagined across large installations, vessels that have been deconstructed and pushed almost to the point of collapse, and figures that, while rooted in traditional forms, have become canvases for approaches that are psychological, conceptual, and abstracted.

For thousands of years, clay has been dug from the ground and transformed into objects of functional, symbolic, or decorative use. Groundbreaking presents compelling works by 12 artists turning longstanding traditions upside down. With work by Akio Takamori, Lauren Mabry, Christina West, and more, the exhibition brings together nationally-recognized artists from across the country who are creating riveting new compositions and pushing the boundaries of clay.
**lesson plan**

1. Choose a piece from the exhibit *Groundbreaking* and display it for all of the class to see (use a projector or color printouts). Discuss with students the importance of meticulous observation in writing. Ask: why is looking closely at the world an important aspect of being a writer? Explain to students that looking carefully at art can help develop observational skills. Art demands that we slow down and notice the details to understand the artwork. Also, discuss objective versus subjective writing analysis. Some of our interpretation of art can be personal, it is therefore important to start by slowing down and describing what we see.

2. On a piece of paper, ask students to describe what they observe about the piece displayed from the exhibit. Use the following questions as prompts for writing. What shapes do you see? Do they remind you of anything? What colors do you see? How do those colors make you feel? What textures do you see? What could you compare them to? What patterns do you see? How are they made? What is the focal point of the sculptures? And so on. Students should focus on making observations and not judgements. When students are finished writing, discuss as a group the qualities they noticed in the artwork. Have students point specifically at the piece as they share their descriptions.

3. To add more depth to the analysis of the work, provide background information about the tradition of ceramics and the themes of the artists in the exhibit. "As a medium, clay naturally lends itself to the push and pull between balance and imbalance, strength and fragility, and motion and stasis." Discuss the different methods of shaping clay, the variety of surface texture, the process of firing and glazing. Use the resources below for information on the history of clay. Emphasize that the artists in this exhibit are aware of this tradition, and that this knowledge is a useful lens for a viewer in understanding the work. Students can start to draw conclusions about techniques used to create the work on display.
4. Now that they have explored objective observations about the work, students can try to answer the question, "What is happening?" in this piece. Instead of a list of qualities, encourage students to write a cohesive paragraph using their descriptions to support their interpretation.

5. Invite students to edit each other's work and use this first analysis as a practice exercise. Then show students additional pieces by the artists in the exhibit *Groundbreaking*. Ask students to choose a piece to write about. What piece catches your attention? What piece can you connect or relate to? Give students access to images of all of the artwork in the exhibit. Have students write an exhaustive description of the piece before starting to form conclusions about themes present in the work. Students can also use internet resources to further research the work of the artists.

6. Encourage students to name themes that they see in the work. Reference some of the themes mentioned in the exhibit description as a starting point. Written statements about artwork can take many different forms. Students can write a poem, a first person narrative, or even a dialogue to convey the ideas they see in the work.

7. (An optional extension to make this project visual) Students can use their writing about the artwork as a starting point for a collage. A visual collage can be a great practice for writers to develop their ideas further (see resources below). Using magazines, students can cut out images that relate to the qualities of the artwork they wrote about. Thinking about shape, color, texture and composition students can capture and continue to explore the themes in the work of the artists in the exhibit *Groundbreaking*.
Collage – Collage is a technique of composing a work of art by pasting on a single surface various materials not normally associated with one another, as newspaper clippings, parts of photographs, theater tickets, and fragments of an envelope.

Firing – Firing is the process of applying fire or heat, as in the hardening or glazing of ceramics.

Glaze – A glaze is a vitreous substance fused on to the surface of pottery to form a hard, impervious decorative coating.

Interpretation – An interpretation is an explanation.

Objective – Being objective is not being influenced by personal feelings or opinions in considering and representing facts.

Observation – When you take a good look at something, noticing facts or taking measurements, you are engaging in observation, something a little more intense than just a quick glance.

Subjective – Things that are subjective are open to interpretation.

Theme – A theme can be an underlying topic of a discussion or a recurring idea in an artistic work.
resources

Art and Writing:

https://www.edutopia.org/blog/thoughtful-creative-writing-through-art-denise-cassano

http://www.philamuseum.org/booklets/12_77_170_1.html

https://www.weareteachers.com/visual-storytelling-5-cool-projects-that-combine-art-and-writing/

http://grammar.about.com/od/cg/Collage.htm

Clay:

http://theindievoice.com/for-writers/writing-technique/collages-for-writers/

http://mcoyle.com/learn/high-school/abstract-collage/

https://www.nga.gov/exhibitions/2006/dada/techniques/collage.shtm

Collage:

http://collagemuseum.com

https://www.saatchiart.com/collage