**Unit 3 Lesson 1: Captured Memories**

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**Lesson Title:**  Captured Memories

**Time Allotment:** 9-10 80 minute class periods

**Grade Level:**9-12, Intro to Art

**Enduring Idea:** Throughout times and across cultures, Artists have used art to reflect on their pasts.

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**OVERVIEW**

**Lesson Summary:** In this lesson, students will explore their personal history, memories and connections to their past by creating a clay tile that is a visual representation based on one of their memories. They will learn about analyze how memory is portrayed through art, and the significance and importance of memory, both when used in art, and in their own lives. At the end of the project, students work will be displayed

**Related Artists and Artworks:**

* Relief sculpture
  + Paul Day: <http://www.pauldaysculpture.com/>
  + Pediments:
    - <http://www.ancient-greece.org/art/parthenon-ped-west.html>
* Memory:
  + scrap books
    - <http://diecutswithaview.com/images/ideas/large/713_sample_BowlingScrapbookPage.jpg>
    - <http://www.scrapbookmax.com/images/media-kit/sample-layouts/6-baseball-boys-scrapbook-max-2-sample.jpg>
  + home video
    - <https://www.facebook.com/photo.php?v=10152309792928216&set=vb.552508215&type=3&theater>
    - <https://www.youtube.com/watch?v=kXtmGL59Kbk>
    - <https://www.youtube.com/watch?v=pFlcqWQVVuU>
  + Journals/diaries
    - <http://www.scrapbookmax.com/images/media-kit/sample-layouts/6-baseball-boys-scrapbook-max-2-sample.jpg>
    - <http://favim.com/orig/201107/19/cute-diary-journal-love-moustache-Favim.com-110372.jpg>
  + family photos
    - <http://cdn.allsummitcounty.com/images/content/5729_14452_Breckenridge_Family_Vacation_md.jpg>
    - <http://graphics8.nytimes.com/images/2007/05/13/travel/heads-600.jpg>

**Key Concepts:**

* Memories can be visually recorded through art
* Art can help us to remember things
* Creating art about our memories can help us to process events in our past
* Memories can capture strong emotions, or important moments in our lives.

**Essential Questions:**

* Why do people record their memories?
* How can visually representing our memories help us to process them?
* Why is processing and understanding our memories important?
* Why do we remember some things, and not others?

**PA Arts and Humanities Standards:**

* **9.1.12.C**: Integrate and apply advanced vocabulary to the arts forms.
* **9.4.12.A:** Evaluate an individual’s philosophical statement on a work in the arts and its relationship to one’s own life based on knowledge and experience.
* **9.3.12.C:** Apply systems of classification for interpreting works in the arts and forming a critical response.
* **9.1.12.E:** Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.

**PA Interdisciplinary Standards:**

* **Writing:**
  + **1.5.9.A:** Write with a clear **focus**, identifying topic, task, and audience.
* **Listening:**
  + **1.6.9.A:** Listen critically and respond to others in small and large group situations.
    - Respond with grade level appropriate questions, ideas, information or opinions.

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**OBJECTIVES**

**Knowledge:**

* Students will analyze the importance of memories through a reflective journal entry.
* Students will discuss their own memories and experiences in a guided journal entry to help them brainstorm and think about the importance of memories.
* Students will create at least three test tiles to familiarize them with the glazing process, and help them decide which glazes they want to use.

**Skills:**

* Students will design 4 sketches of memories for their tile to decide which memory they want to use, as well as think about different ways to interpret different memories.
* Students will create a 10x10” tile out of clay using at least 3 clay/carving techniques, that illustrates and portrays a specific memory

**Dispositions:**

* Students will reflect on their tile and the memory on it through a reflective journal entry that explains the memory, and how they chose to portray it.
* Students will respect one another’s work and experiences during an full class critique by actively listening, asking questions, giving feedback, and being honest, but in a kind and respectful way.

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**ASSESSMENT**

**Pre Assessment:** Students will verbally tell me what they know about clay, and whether or not they’ve worked with it before.

**Formative Assessment:** Students will be assess through an in progress gallery walk and critique, as well as class discussion reviews of how to care for clay and clay tools. Additionally, students will have to show an example of scoring and slipping as an exit ticket, and by creating three test tiles of glazes. Students will also complete multiple journal and sketchbook entries throughout this project.

**Summative Assessment:** Students will be assessed on their projects and participation through a final critique of their finished work, as well as a rubric for the project (see attached). Students will be assessed on how they carried out the goal (did they achieve it, did they show good craftsmanship, complete all parts, etc.) Students will also be assessed through their participation in the final critique.

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**INSTRUCTIONAL PROCEDURES**

**Day 1**

1. **Motivation:** To start off the lesson, I will ask the class what their earliest memory is. Instead of telling about it, I will have students draw it. They will have 3 minutes to portray it, however they see fit. I will then ask students to share it with the class, explaining their image.
2. **Development:** From there, I will move the class from explaining their memories to learning about how memory works. I will show a short video on the science of memory (<https://www.youtube.com/watch?v=TUoJc0NPajQ>), and ask students to write down one thing they learned from the video or something they found interesting about it. I will ask the class if that is what they think memory is. What makes a memory? To investigate this further, I will ask students to think of common ways that we remember things. I will show examples of home videos, scrapbooks, journals/diaries and family photos as examples of recording our memories.
   1. I will introduce the lesson, telling students that they will be using clay to create an image of a personal memory in clay, using basic clay skills and techniques. They will choose a memory that is important to them and they will ask
3. **Closure:** To end the day, I will ask students to think about the images that we looked at in class. Thinking about visual recordings of memories. I will ask students to describe a memory, everything that they remember (setting/place, scenario, their age, objects, colors, sounds, images, smells, etc.) How do these things affect how we remember things? I will ask students to begin brainstorming in their sketchbooks, using the memory list hand out as a guide (see attached). Students will work on this until the end of the class period. I will ask students to come to the next class with this sketchbook entry completed.

**Day 2**

1. **Motivation:** When students walk in, I will ask them to put their books and belongings off to the side of the room. Today we will be doing a full day clay demo! Before I begin, I will ask students if anyone has used clay before, and what they did with it, and what they remember.
2. **Development:** I will ask students to gather around the table where I will be demo-ing. This will be an interactive demo, however. I will demonstrate the basics of clay; how to wedge clay to get the air out (discuss why it’s important), how thick clay can be to be fired, scoring and slipping, different carving techniques, how to make a slab of clay, how to roll out a snake of clay, and the various uses of clay tools. While I am demonstrating, I will give students their own lumps of clay to use, to get the feel of and to try some of the things that I demo while I’m demoing them. We will also talk about how wet clay should be to achieve certain things, how dry is too dry, how thin and delicate something should be, and connecting clay that is in different stages of dryness. (**clay has a memory, discuss, and talk about in context of project**) At the end of the demo, students should have tried to make some kind of clay snake, and tried to connect pieces of their clay using scoring and slipping. This will be students’ exit ticket from my class, presenting me with two pieces of clay properly connected using the scoring and slipping method. I will tell students “In order to leave today, you have to show me that you know how to connect two pieces of clay. You can do it anytime after the demo, in the extra time, bring it up and show me, and I’ll tell you if you’ve gotten it. If not, then I’ll tell you what to fix, and you can fix it anytime during the rest of the class period.” After each student shows me their scored and slipped connection, I will take some time to talk about proper care and storage of clay. Keeping it wet, drying process, re-wetting it, etc. I will impress upon students that it is their responsibility to take care of their pieces, and I will not go around covering people’s work. I will also indicate where the plastic bags are for students to use. If any students still need to show me their scored and slipped piece, after I finish this demo is the time.
3. **Closure:** After I finish my demos for the day, I will close with and assignment. I will ask students to keep thinking about what memory they would like to use. Students should have at least 4 sketches (2 sketches of different ideas for two different memories) for the next class.

**Day 3**

1. **Motivation:** When students come in, I will ask them to get their sketches out for me to look at and discuss. Then they will put their things away. Before we get started, I will ask a few questions to review clay techniques and processes (what is the first step to working with clay? What is scoring and slipping? Why is it important? What is the proper way to store clay? etc)
2. **Development:** As I am circulating around the room discussing sketches with students, I will ask the rest of the class to begin wedging their clay and creating their slabs. I will have pre-cut stencils for students to use when cutting their slab out. After I have looked at their sketches and given feedback, students will have the period to start working on their final design. Students may enlarge their sketch to transfer it to their slab, or they may just use it as a reference and re-draw it on their slab. Once I finish giving students feedback on their sketches, I will be filtering around the room to make sure students are working, and to assist as needed.
3. **Closure:**  I will have students begin to clean up 15 minutes from the end of the period. They will be responsible for wrapping and putting away their own pieces, as well as cleaning up their work areas, replacing all tools and supplies to their proper locations, and for wiping down their tables.

**Day 4-5**

1. **Motivation:**  Students will come into class, get out their slabs, and begin working.
2. **Development:** Work day, students will have the whole period on both of these days to work on their slabs. I will be filtering around the room to assist students, give feedback, and anything else students may need during these days.
3. **Closure:** On all work days, I will have students clean up 10-15 minutes before the end of the period, so that they can properly and safely store their pieces, as well as clean up their area and the studio.

**Day 6**

1. **Motivation:** When students come into class, I will ask them to get out their tiles, but before they begin working, I will ask them to just set them out and we will all take a walk around the room for an in progress critique. Students will be able to see what their peers are doing, and they will also get to see how far along everyone is on their pieces. I will ask the class how they feel about their tiles, and if they think need another work day or not.
2. **Development:** After the mini gallery walk, students will have the rest of the period to work. Depending on what the class decided earlier, I will remind students of how much time they have left to complete their pieces.
3. **Closure:** At the end of the day, I will have students clean up a little early, so that I can give a few announcements at the end of class. I will remind students that if they have finished their tiles, then they may let them begin the drying process. I will give students the allotted time that we agreed upon earlier in which to finish their slabs. Then I will quickly talk to students about colors. I want students to begin thinking about color, so they can be ready for the next class, when I will do a galzing demo. If students have not already thought about what colors things will be on their tile, then the should begin to do so. They may color one of their sketches for the next class to help them think about it. Colors can be representational or symbolic, it is up to the student.

**Day 7 (extra day may be added if students need more time to work on their slabs)**

1. **Motivation:** Students will come in and put away their things. However, instead of starting to work, they will instead gather at the central table for a demo.  \*\*\*\* Clay pieces MUST be finished by today so that I can fire them!!\*\*\*\*
2. **Development:** I will do a demo on glazing for students. We will discuss different glazes, what makes a glaze, how it work, food safe and non food safe, as well as just colors and mixing colors and glazes running. After the demo, students will have some time to create some test tiles (I will have a bucket of scrap tiles prepared for students to use) to help them plan for their colors.
3. **Closure:** Students will clean up all of their supplies and tools, and I will make the class answer three questions about glazing and glazes in order to be dismissed from the room.

**Day 8**

1. **Motivation:**
   1. When students enter the room, I will have laid out all of the pieces that are fired (any that were handed in on time). Students may come and collect their tile and get to work. Additionally, I will have students test tiles as well, so they can see how their glazes turned out. Students will be encouraged to share the results with each other,  so that they can make informed choices for their glazes.
2. **Development:**
   1. Students will then have the period to glaze their pieces. I will be working my way around the room to discuss and give feedback, and also to answer questions about glazing.
3. **Closure:** 
   1. Students will begin cleaning up 10-15 minutes before the end of the period. I will take special care to note that all glazes are taken care of (in correct location, lids on the jars tightly, etc). If students need an extra day to glaze on their pieces, I can add that as well.

**Day 9 (extra day may be added for glazing)**

1. **Motivation:** Students will enter the room and take their seats. I will have all of the pieces fired by now, and will have students come and collect their work, as well as get out their journals and sketchbooks.
2. **Development:** Once all students have their work and sketches, I will have students gather at the central table and look at each other’s pieces. I will ask students about some common elements they see in some of them, as well as what they think it might be a memory of. I will also ask students to consider color and texture; do they work to help portray the memory? As we are discussing, I will give students the opportunity to explain their interpretation of the memory to the class.
3. **Closure:** To end the period, I will have students place their slab checklists in their sketchbooks, and hand that in to me along with their slab pieces for grading.

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**PREPARATION**

**Instructional Resources:**

* Relief sculpture
  + Paul Day: <http://www.pauldaysculpture.com/>
  + Pediments:
    - <http://www.ancient-greece.org/art/parthenon-ped-west.html>
* Memory
  + Video:
    - <https://www.youtube.com/watch?v=TUoJc0NPajQ>
  + scrap books
    - <http://diecutswithaview.com/images/ideas/large/713_sample_BowlingScrapbookPage.jpg>
    - <http://www.scrapbookmax.com/images/media-kit/sample-layouts/6-baseball-boys-scrapbook-max-2-sample.jpg>
  + home video
    - <https://www.facebook.com/photo.php?v=10152309792928216&set=vb.552508215&type=3&theater>
    - <https://www.youtube.com/watch?v=kXtmGL59Kbk>
    - <https://www.youtube.com/watch?v=pFlcqWQVVuU>
  + Journals/diaries
    - <http://www.scrapbookmax.com/images/media-kit/sample-layouts/6-baseball-boys-scrapbook-max-2-sample.jpg>
    - <http://favim.com/orig/201107/19/cute-diary-journal-love-moustache-Favim.com-110372.jpg>
  + family photos
    - <http://cdn.allsummitcounty.com/images/content/5729_14452_Breckenridge_Family_Vacation_md.jpg>
    - <http://graphics8.nytimes.com/images/2007/05/13/travel/heads-600.jpg>

**Vocabulary:**

1. Memory
2. clay
3. relief sculpture
4. clay tools (needle tool, rubber scraper, rolling pin, etc)
5. slip
6. scoring
7. glaze
8. firing
9. kiln
10. greenware
11. leather hard
12. bisque firing
13. carving
14. texturing

**Materials:**

* clay
* clay tools
  + needle tools, water containers, rubber scraper, wooden tools, dentist tools, fettling knives, canvas, boards, guiding sticks, rolling pins, paintbrushes
* Glazes
* Sketchbook

**Changes/Reflection:**

* I would like to find a better artist/artifacts that connects better to this lesson

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**ADAPTATIONS/MODIFICATIONS**

* **Visually impaired students:**  Students with visual impairments will be given preferential seating in the front of the room to be sure they can hear me clearly, as well as updated/enlarged worksheets and handouts to ensure that they can read it as best as possible. Students may also create an enlarged slab if they wish so that they have enough space to work on to be able to see clearly.
* **Auditory impairments:** Students will be given preferential seating in the front of the room so that they can see everything that is going on, as well as all of my demos. I will also use visual aids and reminders for all students that will benefit any students with auditory impairments (checklists, reminders, labels, etc.)
* **ADD/ADHD:** students with ADHD will have a small area that they can go to if they need a break during class. I will also make some clay available to use during demonstrations. Additionally, if a student would need to leave the room for some reason, I will have a pre-made excuse or letter to send the office to give that student a job/role and also a way to physically blow off steam and just be able to get up and move around.

**Captured Memories Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Excellent (5) | Fair (3) | Poor (1) |
| **Journal and development** | Student thoroughly completed all journal entries concerning memory as well as at least 4 ideation sketches for their final tile. Student also completed at least 3 test tiles for glazing. | Student mostly completed all journal entries, and 4 ideation sketches, but may be missing minor parts. Student had at least one glazed test tile. | Students did very little or did not complete their journal entries and sketches. Student did not complete their glazing test tiles. |
| **Memory** | Student portrayed a memory through a well thought out image that visually expresses and interprets that specific memory. | Student portrayed a memory on clay slab, that mostly visually expresses that memory. It may be difficult to follow, or connect the image  to the memory. | Student did not portray a memory, or did not portray anything at all |
| **Textures** | Student excellently incorporated at least three different textures and clay techniques into their image, including scoring and slipping. The textures make sense and help to portray the story. | Student incorporated 3 textures into their slab. They are placed in the composition, but do not aid in expressing the  the memory. | Student included only 1 or no textures into their slab. Textures did not relate to the memory in anyway. |
| **Craftsmanship and Studio Care** | Student cleaned up and smoothed  all clay connections, excess clay, and potentially sharp edges  in the creation of their tile. Student also kept their work area clean and took excellent care of the tools available to them. | Student cleaned up most of their connections and sharp edges, and kept a relatively clean work area and tools. | Student did not smooth out or clean up clay piece, or piece has excess clay or slip left on it, and sharp edges. Student did not keep a clean work area and rarely or never clean up after themselves. |

Total: \_\_\_\_\_\_\_\_\_/20

**Sketchbook Reflection Guide**

Choose at least 5 of these prompts to answer and reflect on in your sketchbook. Each answer only needs to be half a page to one page in length. If you need more pages or space, that is also fine!

* What is your happiest memory? What is one object or image you associate with this memory?
* What is your saddest memory? What is one object or image you associate with this memory?
* What is your angriest memory? What is one object or image you associate with this memory?
* Are your memories formed in images? (draw one!)
* Are your memories triggered by smells? Are your memories linked to certain sounds? How can you express that visually? What can you draw to show that?
* What is the setting, the time and place it occurred?
* Are there certain people who are important to this memory?
* What does this memory mean to you? Is it significant?
* Is there a certain mood or impression or feeling you associate with this memory?
* Do you have any memories that are linked to specific objects? Choose one and describe it, and relate why this object is important to the memory.

**Slab Project checklist:**

\_\_\_\_\_ Did you create at least 4 sketches of your ideas?

\_\_\_\_\_ Did you wedge your clay?

\_\_\_\_\_ Is your slab 10x10”?

\_\_\_\_\_ Does your slab have at least three different textures?

\_\_\_\_\_ Does your slab include at least one scored and slipped attachment?