

Name:	John “Tobe” Burslem
Lesson Title:	Plates of Change
Grade Level:	9-12th

Vocab, Art History, Interdisciplinary Connections

Artist/Culture/Movement Connections Altimira, Egyptian, Guiseppe Arcimboldo, Johannes Vermeer, Pablo Picasso, Wayne Thiebaud, Kara Walker, Shayna Leib, paleolithic, Italian and Dutch Renaissance, pop art, contemporary art	Interdisciplinary Connections Anthropology, history, social issues
Art Vocabulary: Slump mold, slab, score/slip, stamp, relief, bisque, glaze	Elements/Principles of Art Texture, repetition
Media and Materials needed: Clay, glaze, knife, square, sponge, square work boards, rolling pin, canvas covered boards, metal rib, rulers, pencil, paper, banding wheel, glazes, brushes, water containers	

Content Standards (choose 2/3, then delete the ones you didn't use.

Copy/paste the specific number and text. Link here: <https://www.cde.ca.gov/be/st/ss/>)

CREATING

Anchor Standard 3: Refine and complete artistic work.

Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

PRESENTING

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

RESPONDING

Anchor Standard 8: Interpret intent and meaning in artistic work.

Interpret an artwork

or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

CONNECTING

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Assess the impact of

an artist or a group of artists on the beliefs, values, and behaviors of a society.

Learning Objectives (related to standards, specific to your project)

- 1.To raise awareness about hunger issues and food insecurities within the country**
- 2.To research the various roles food items have been used throughout art history**
- 3.To learn about various clay techniques, such as slab rolling, slump mold making, and stamp designs.**
- 4. To stage a collaborative exhibition with student's work and raise money for feeding the hungry.**

Anticipatory Set: When students come into class, a basket of toy food will be passed around and each student will randomly pick a food item that will be their theme for the project. Teacher will then show presentation with different videos embedded within. Their will be a class discussion on the various uses of foods in art making throughout history. Teacher will pass around stamp samples and demo the entire process for students.

Big Idea:

Art and Food in Society

Essential Question:

How has food availability been presented in artwork historically?

Objective/Purpose:

To raise awareness of hunger issues in America; to see how artists in the past have represented food in their artwork; to learn how to make plates using the slump mold technique; to learn how to design stamps based on a food theme.

Model: I would demo the entire process. First, I would demonstrate how to wedge

clay. I would model how to form a long coil for making a slump mold. I would talk about using the proper tools and surfaces. Additionally, I would model rolling out a slab and proper trimming techniques. I would later demo how to make a clay stamp and develop a design. After bisque firing, I will demo glazing.

Check for Understanding:

After slide presentation, we would have a class discussion about food use in art.

I would have everyone do five preliminary rough sketches of the food item they picked. During this process, I would help individual students develop their concepts through discussion..

During the process of making the molds, plates and stamps, I would observe each student's participation and help them accordingly through the steps..

Students would write a short (1-2) paragraph paper on their food and its use in art historically.

Step by Step Instruction of Lesson

Instructional Strategies (what the teacher does)	Activities (what the students do)
Day 1 Begin with slide presentation Go over assignment Pass out food items	Day 1 Watch presentation Select food item Begin sketching/ Finish for homework
Day 2 Go over drawings Demo stamp making Demo slump mold making	Day 2 Form clay stamp/design based on drawings
Day 3 Help students through process Load bisque kiln/fire	Day 3 Finish stamps Form 3 slump mold shapes
Day 4 Unload kiln	Day 4 Form slab plates

Demo slab plates	Day 5
Day 5	Decorate slab plates
Decorate slab plates	Day 6
Day 6	Help load pieces into kiln
Bisque fire plates	Day 7
Day 7	Glaze pieces
Glaze demo	Load kiln
Day 8	Day 8
Glaze firing	Finish writing paragraphs
Day 9	Day 9
Unload kiln	Set up exhibit
	Critique/Discussion

Critique/Discussion: (What method of review and evaluation will be used to complete the lesson?): After all pieces are fired, we will set up a group exhibition, using the plastic “food” to fill each plate. Students will present their piece and discuss their food’s relation to art history.

Assessment/Scoring Rubric

Criteria	1	2	3	4
5 Preliminary Sketches	Very little completed	Moderate Effort	Good effort	Strong Design Original Concept
Clay Stamp	Very little completed	Moderate Effort	Good effort	Strong Design Original Concept
3 Clay Slump Molds	Very little completed	Moderate Effort	Good effort	Strong Design Original Concept
3 Finished Plates	Very little completed	Moderate Effort	Good effort	Strong Design Original Concept
1-2 Paragraph Writing	Very little completed	Moderate Effort	Good effort	Strong Design Original Concept