

Genie Carter – We Carry a Big Stick Lesson 1

Concepts

2-dimensional and 3-dimensional form; Symbol; Names.

Standards

National Core Arts Standards for Visual Arts VA:Cn10.1

Synthesize knowledge and personal experiences to make art

Objectives

Students will:

Understand and demonstrate 2-dimensional form and 3-dimensional form

Describe the meaning of their names and share our stories of naming

Create symbols in clay based on their meanings.

Identify their personal core of power through exploration of form and meaning.

Essential Questions

What is clay? What is the difference between 2-dimensional and 3-dimensional? How can I communicate with symbols? How does the clay help me experience and communicate my personal stories?

Procedures

I. Warm up

1. Everyone experience the different forms of clay as I describe them by passing around the board (examples on a board are: dry minerals, slip, soft clay, leather hard, and greenware).

2. Tell me your name, the name you would say to a stranger in a public . Everybody say hi. Using your dowel, roll out half of your clay into a rectangle about 1/2 inch thick.

Make your first initial, or first letter of this name with the clay, in your own handwriting like this: Make the line of the letter about an inch wide and about the size of your hand, cutting into the clay with the wooden tool.

Now stand it up, into space, and curve it around slightly. This is **3-dimensional form**. It has height, width, and depth, and it displaces space. (We may talk about units of measure: where did an inch come from? Lets measure – how accurate was your estimation of an inch? When do we still use the measurement of a hand? Why?)

II. Exploration

Pair up, and ask each other these questions:

What do you think about naming things?

What does your name mean? Does that meaning affect how you do things?

Do you have any nicknames that you identify with?

III. Create

Now, using the other half of your clay, make a sculptural, 3-dimensional **symbol** (a material object that represents something abstract) of your name that includes its meaning or relates to what others have called you. *Really try to displace as much space as possible with it, and don't*

worry about it looking exactly like something in real life. Try to work quietly, without talking. Be sure and let the clay give you some direction and ideas.

Lets go around and show our work in a group.

Assessment