Unit 9: What's Real and What's Not- Surrealistic Sculptures

Content Area: **Art**
Course(s): **Ceramics 1**
Time Period: **April**
Length: **12 blocks**
Status: **Published**

Enduring Understandings

Content vs. Craftsmanship: what is the most important value to making an effective piece of art.

Identify the appropriate greenware stage for making a slab built sculpture.

Executing ideal assemblage to yield ideal project outcome.

Essential Questions

What is the Surrealist art movement and how did it impact art and society of its time?

Surrealist Salvidor Dali is best know for painting what type of content?

How can we convert our own dreams into art?

How does the consistency of the clay effect your control when building?

How does the greenware stage of the clay effect the workability of the clay?

Content

Vocabulary: Surrelaism, slab building, critiquing, criticism, genre, mastering, leatherhard, greenware, score and slip, fusing, molding

Skills

Identify your own artistic style and technique on each project.

Mimicking the content of a surrealist artist but with a personal twist.

Mastering the handbuiling technique of slabs.

Experimenting with various stages of greenware.

Mastering the scoring an slipping technique.

Innovating ideas of tool usage to gain the desired outcome of the project.

Resources

You Tube tutorials

Pinterest templates

Google for photo references

Printers for student artwork

Materials: Aprons, Safety Goggles, Stoneware Clay, Earthenware Clay, Various Carving Tools, Paint Brushes, Palettes, Watercups, Plastic Bags, Foam Trays, Folders, Sketchbooks, Printer for photos, Wheels, Plastic Bowls, Clay Extruder, Slab Roller, Kiln, Glazes, Underglazes, Canvas, Water Buckets, PugMill, Wedging Boards, Heat Guns, Sand Paper, Pull Down outlets

Standards

VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.12.B	Music
VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.1.12.D	Visual Art
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.12.A	History of the Arts and Culture
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.12.D	Visual Art
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.A	Aesthetic Responses
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.B	Critique Methodologies
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.