



(MEMORY) VESSELS

Grade 6



The Metropolitan Museum of Art, 2016; Bliman, 1993; British Museum, 2016; Perrill, 2012; Shechet, 2016; Dangoor, 2016; Thoroddsen, 2016; Eden, 2016.

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INTRODUCTORY INFORMATION

Grade: 6

Class Size: 28 students

Length of Class Period: 50 minutes / 10-12 classes

Lesson Topic / Description: Students will learn about the history and function of coil vessels, consider how a vessel can hold a memory, and design and create a vessel using the coiling technique.

Presentation: <https://docs.google.com/presentation/d/1pSh3jOZAuW-qSwgilVIL6k9pCrzEuMZfV1Nb6BIVuB8/edit>

Chenery Big Idea(s): Memory / Objects / Possessions

Chenery Skill(s): Coil

Sequence:

- A. What is a vessel? / Cross Cultural Jigsaw -- 1 class
- B. See / Think / Wonder -- 1 class
- C. What can a vessel hold? / Brainstorming -- 1 class
- D. 1 Memory 4 Ways -- 1 class
- E. Coil Demo -- 1 class
- F. Work Days -- 3-4 classes
- G. Presentation / Critique / Self-Assessment -- 1-2 classes

STAGE 1: DESIRED RESULTS

A. ENDURING UNDERSTANDINGS:

- The context in which a work of art is created provides a window into the purposes it serves and the reasons it is valued.
- Appreciating similarities and differences among cultures creates a sense of community.
- Looking at art from multiple perspectives encourages respect, understanding, and appreciation.

B. ESSENTIAL QUESTIONS:

- How does art reflect and shape culture?
- How do artists from different cultures explore
- How are form and function related in art?
- What is a vessel?
- What can a vessel hold?

C. MASSACHUSETTS VISUAL ARTS STANDARDS:

- 1. Methods, Materials, and Techniques: Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.
- 3. Observation, Abstraction, Invention, and Expression: Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.
- 7. Role of Artists in Communities: Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

D. ACQUISITION/ LEARNING OBJECTIVES:

- The students will know...
 - that a wide range of cultures create coil vessels.
 - that there are similarities and differences among the variety of culture's coil vessels.
 - how to define the terms: vessel, ceramics, pottery, coiling, glaze.
 - that art is influenced by its cultural context.

- The students will be skilled at...
 - reading a short article and sharing their findings with tablemates.
 - creating ceramic vessels using the coiling technique.
 - productively providing and receiving feedback from peers.

STAGE 2: ASSESSMENT EVIDENCE

A. PERFORMANCE TASK OR FINAL PRODUCT:

- A successful example of the coil vessel will include a thoughtful and neatly crafted product that relates to the student's chosen memory.



Mrs. Kamp's Canvas, 2013; Sanderl., 2016; Zhiman, 2016.

B. CONTINUUM OF ASSESSMENTS:

- Completion of worksheets (attached: Jigsaw, Memory Vessels)
- Participation in See / Think / Wonder
- Critique presentation and participation
- Self-assessment rubric
- Sketches in vessel section of sketchbook
- Observation notes

(MEMORY) VESSELS		(MEMORY) VESSELS	
JOMON	GREEK		
<p>What is the vessel?</p> <p>What is the significance of the vessel?</p> <p>Where? (Location of culture)</p> <p>When? (Time period, dated)</p> <p>How did they make the vessel? (Materials, techniques)</p> <p>Why did they make the vessel? (Function of the vessel)</p> <p>What makes Jomon vessels unique? (Color, form, decoration, etc.)</p>	<p>What is the vessel?</p> <p>What is the significance of the vessel?</p> <p>Where? (Location of culture)</p> <p>When? (Time period, dated)</p> <p>How did they make the vessel? (Materials, techniques)</p> <p>Why did they make the vessel? (Function of the vessel)</p> <p>What makes Greek vessels unique? (Color, form, decoration, etc.)</p>	<p>Name: _____</p> <p>Class Code: _____</p> <p>(MEMORY) VESSELS</p> <p>What will your vessel hold? (Intangible memory, tangible memory (souvenir, object), something else...)</p> <p>How will you be able to access your memory in the vessel? (locked away forever / closed, open / always available, once in awhile)</p> <p>What kind of space does your memory take up?</p> <p>How does the memory effect the vessel in terms of form, color, etc.?</p>	<p>Name: _____</p> <p>Class Code: _____</p> <p>(MEMORY) VESSELS</p> <p>What is the memory? Please describe in detail.</p> <p>How does the exterior and interior of the vessel reflect the memory?</p> <p>How does the shape of the vessel relate to the memory?</p> <p>How does the vessel portray emotion? (color, form, pattern, etc.)</p> <p>How does the vessel tell a story?</p>
ZULU	ANASAZI		
<p>What is the vessel?</p> <p>What is the significance of the vessel?</p> <p>Where? (Location of culture)</p> <p>When? (Time period, dated)</p> <p>How did they make the vessel? (Materials, techniques)</p> <p>Why did they make the vessel? (Function of the vessel)</p> <p>What makes Zulu vessels unique? (Color, form, decoration, etc.)</p>	<p>What is the vessel?</p> <p>What is the significance of the vessel?</p> <p>Where? (Location of culture)</p> <p>When? (Time period, dated)</p> <p>How did they make the vessel? (Materials, techniques)</p> <p>Why did they make the vessel? (Function of the vessel)</p> <p>What makes Anasazi vessels unique? (Color, form, decoration, etc.)</p>		

Hannah Brady. *Cross Cultural Jigsaw*. 2016; Hannah Brady. *Memory Vessels*. 2016.

STAGE 3: LEARNING PLAN

A. MATERIALS AND EQUIPMENT:

- Jigsaw: copies of worksheets, copies of readings for each student
- Clay: clay, water, sponges, wooden tools, newspaper
- Equipment: computer, projector

B. RESOURCES: VISUALS, TEXT, MEDIA AND WEB (List all resources here in APA format)

- An overview of Athenian painted ceramic vases. (n.d.). Retrieved November 27, 2016, from <http://www.khanacademy.org>
- Art, A. D. of A. (n.d.). Jomon Culture (ca. 10,500–ca. 300 B.C.) | Essay | Heilbrunn Timeline of Art History | The Metropolitan Museum of Art. Retrieved November 23, 2016, from http://www.metmuseum.org/toah/hd/jomo/hd_jomo.htm
- Bliman, E. (1993). Expedition Magazine: Anasazi Pottery: Evolution of a Technology. Retrieved November 23, 2016, from <http://www.penn.museum/sites/expedition/anasazi-pottery/>
- Dangoor, L. (n.d.). Colour | Linda Dangoor | Artist | Food Writer. Retrieved from <http://lindadangoor.com/project/colour/>
- Eden, M. (n.d.). Michael Eden. Retrieved November 27, 2016, from <http://www.michael-eden.com/2011-2013/>
- Flame and Water pots: prehistoric ceramic art from Japan. (n.d.). Retrieved November 27, 2016, from http://www.britishmuseum.org/about_us/news_and_press/press_releases/2012/ceramic_art_from_japan.aspx
- Gods, Heroes and Monsters: Mythology in European Art - About Greek Vases Fact Sheet. (2007). Retrieved November 23, 2016, from http://www.getty.edu/education/teachers/classroom_resources/curricula/mythology/downloads/worksheets01_02.pdf
- Guðmundur Thoroddsen - Artists - Asya Geisberg Gallery. (n.d.). Retrieved November 27, 2016, from <http://www.asyageisberggallery.com/artists/gumundur-thoroddsen>
- Hanna, E. (n.d.). February 2015: Beer Vessel | Birmingham Museum of Art. Retrieved November 23, 2016, from <http://artsbma.org/february-2015-beer-vessel/>
- Imiso Ceramics. (n.d.). Retrieved November 27, 2016, from <http://www.imisoceramics.co.za/collection.html>
- Jomon Period | Prehistoric Japanese Pottery. (n.d.). Retrieved November 27, 2016, from <http://emerald.tufts.edu/programs/mma/fah188/ospina/jomon/>
- Martin, S. (2014). Anasazi Pottery. Retrieved November 23, 2016, from <http://visitingtheancients.com/AnasaziPottery.html>
- Mrs. Kamp's Canvas: Adventures in Middle School Art! (n.d.). Retrieved from <http://calvertcanvas.blogspot.com/search/label/7th%20Grade?updated-max=2013-02-05T12:31:00-08:00&max-results=20&start=5&by-date=false>
- Perrill, E. (2012). *Zulu Pottery*. Noordhoek, South Africa: John Rule.
- Sanderl, J. (n.d.). Creative Coils. Retrieved November 27, 2016, from <http://juliasanderl.com/2011/03/15/creative-coils/>
- SEGMENT: Arlene Shechet in "Secrets" | Art21. (n.d.). Retrieved November 27, 2016, from <http://www.art21.org/videos/segment-arlene-shechet-in-secrets>
- Shechet, A. (n.d.). Arlene Shechet. Retrieved November 27, 2016, from <http://www.arleneshechet.net/>
- Terracotta Panathenaic prize amphora | Attributed to the Euphiletos Painter | 14.130.12 | Work of Art | Heilbrunn Timeline of Art History | The Metropolitan Museum of Art. (n.d.). Retrieved November 27, 2016, from <http://www.metmuseum.org/toah/works-of-art/14.130.12/>
- Zhimin, Z. (n.d.). Coil Pot by Zhimin Zhai. Retrieved November 27, 2016, from <http://fineartamerica.com/featured/coil-pot-zhimin-zhai.html>

C. VOCABULARY WITH DEFINITIONS: Make sure to define vocabulary in student-friendly words.

- **vessel**: a container (as a bottle, kettle, cup, or bowl) for holding something
- **pottery**: describes the process by which ceramic art is made; vessels rather than sculptural forms; sometimes used interchangeably with the term “ceramics”
- **ceramics**: general term that describes the art form which includes pottery
- **coiling**: a hand building technique where snake-like pieces of clay are placed in a spiral formation, thereby building a cylindrical shape.
- **glaze**: a mixture of various materials and colorants, which are ground into a fine powder, mixed with water, and applied to ceramic pieces. This mixture, when exposed to high temperature during firing will melt and form a glass-like surface that is fused onto the ceramic piece.

D. TEACHER INSTRUCTION:

The teacher will...

A. What is a vessel? / Cross Cultural Jigsaw

- Introduce the lesson objectives and explain the importance of the skills.
- Facilitate a whole-group discussion around the definition of vessel.
- Briefly provide an overview of the significance of coil pottery in four different cultures (Jomon, Greek, Zulu, and Anasazi).
- Facilitate the cross-cultural jigsaw activity where each student will read about a different culture and then take turns sharing their expertise with their tablemates.
- Review different pottery shapes per culture with the whole group.
- Inquire with the whole group what was learned, similarities and differences among cultures.

B. See / Think / Wonder

- Lead the class through a See / Think / Wonder exercise including work from Michael Eden, Gumundur Thoroddsen, Linda Dangoor, and Arlene Shechet.
- Share videos from Michael Eden and Arlene Shechet to illustrate process.

C. What can a vessel hold? / Brainstorming

- Introduce the memory portion of the lesson and discuss how a memory can take physical / tangible form in coil pottery.
- Distribute brainstorming worksheet to students.
- Move through classroom and monitor students working independently, and answer any clarifying questions.

D. 1 Memory 4 Ways

- Explain that the class will merge coil pottery, memories, and the unique ways contemporary artists work with clay and coils.
- Ask students to flip over brainstorming worksheet to think about their specific memory in four distinct ways.

E. Coil Demo

- Demo coil making techniques.
- Share additional coil demo videos.

F. Work Days

- Flow through classroom to observe and monitor students working independently, and answer any clarifying questions.
- Facilitate cleanup process.

G. Presentation / Critique / Self-Assessment

- Ask groups to present their work to peers.
- Facilitate whole-class critique.
- Distribute self-assessment rubrics for students to complete individually.
- Collect rubrics.

E. QUESTIONS TO GENERATE DISCUSSION:

- What is a vessel?

- What can a vessel hold?
- What is the difference between ceramics and pottery?
- How can a vessel reflect a memory?
- How does a memory take physical / tangible form?
- What kind of memory is the vessel holding?
- Why are vessels important to these cultures?
- What makes Jomon / Greek / Zulu / Anasazi pottery unique?
- What overlaps can we find?

F. LEARNING ACTIVITY:

The students will...

A. What is a vessel? / Cross Cultural Jigsaw

- Hear the lesson objectives and understand the importance of the skills they will learn during the lesson.
- Participate in a whole-group discussion around the definition of vessel.
- Learn about the significance of coil pottery in four different cultures (Jomon, Greek, Zulu, and Anasazi).
- Read about a culture and take turns sharing their expertise with their tablemates for the cross-cultural jigsaw.
- Review different pottery shapes per culture with the whole group.
- Share what they learned during the jigsaw along with any similarities and differences among cultures.

B. See / Think / Wonder

- Participate in See / Think / Wonder exercise including work from Michael Eden, Gumundur Thoroddsen, Linda Dangoor, and Arlene Shechet.
- Watch videos about artists Michael Eden and Arlene Shechet to understand process.

C. What can a vessel hold? / Brainstorming

- Discuss how a memory can take physical / tangible form in coil pottery.
- Brainstorm using provided worksheet.

D. 1 Memory 4 Ways

- Learn how the lesson plan will merge concepts of coil pottery, memories, and the unique ways contemporary artists work with clay and coils.
- Brainstorm four ways to illustrate their specific memory on provided worksheet.

E. Coil Demo

- Watch coil technique demonstration and videos.

F. Work Days

- Work independently.
- Clean up at end of class.

G. Presentation / Critique / Self-Assessment

- Present their work to peers.
- Participate in the whole-class critique.
- Fill out self-assessment rubrics individually.

G. DIFFERENTIATION:

Language

- Assign partners for collaboration (for jigsaw or for entire lesson)
- Scaffolded graphic organizer for brainstorming component (e.g. My favorite memory is _____. If my memory took a physical form, it would look like _____.)
- Step by step visual instructions on whiteboard
- Recorded video demos for easy access / replaying
- Adjusting readings for jigsaw depending on student reading levels

Physical

- Assign partners for collaboration

- Offer alternative materials to clay (model magic)
- Allow students to wear gloves
- Additional time

Students who finish first

- Require additional details, text, patterns to be added to coils
- Compose artist statement
- Peer teaching opportunity