

Using Inquiry in a 3-D High School Studio

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April 6, 2024

National Art Education Association 2024 Convention
Minneapolis, Minnesota

Using Inquiry in a 3-D High School Studio

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WHAT DOES IT MEAN
TO BE AN ARTIST?



“The artist is nothing without the gift, but the gift is nothing without the work.”

Inquiry-based instruction is a student-centered approach where the teacher guides the students through art experiences and exploration of essential questions while being actively engaged in authentic art-making processes

It's about triggering curiosity.

What is Inquiry?

Levels of Inquiry

LIMITED/ CONFIRMATION INQUIRY

Teacher starts with direct instruction and guides students through activity. Establishes or reinforces knowledge where student results match teacher expected outcome.

STRUCTURED INQUIRY

Teacher leads student investigation through one essential question with common resources, specific learning evidence, and performance task.

CONTROLLED INQUIRY

Teacher provides several essential questions for students to choose. Several resources provide valuable context & rich meaning. Common performance task.

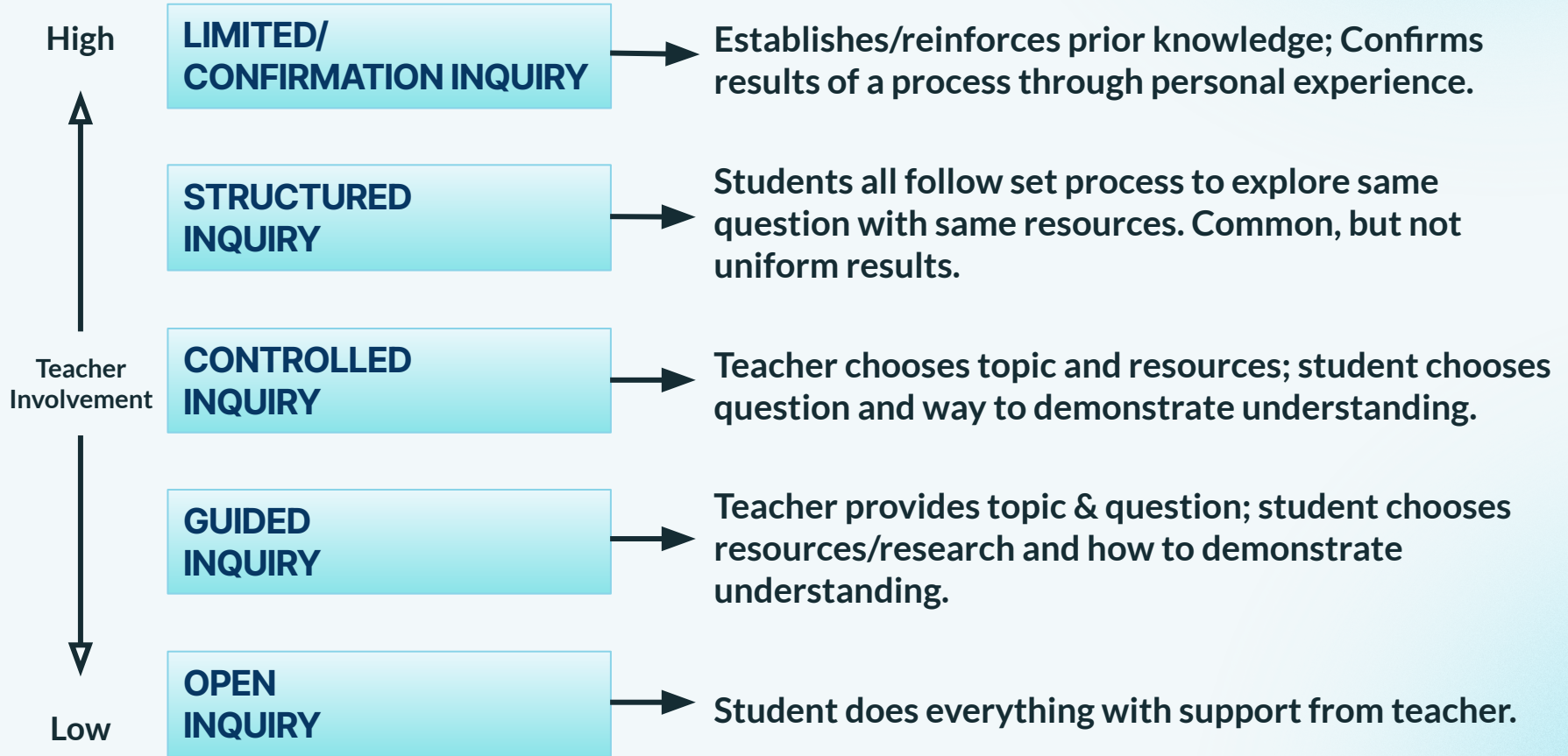
GUIDED INQUIRY

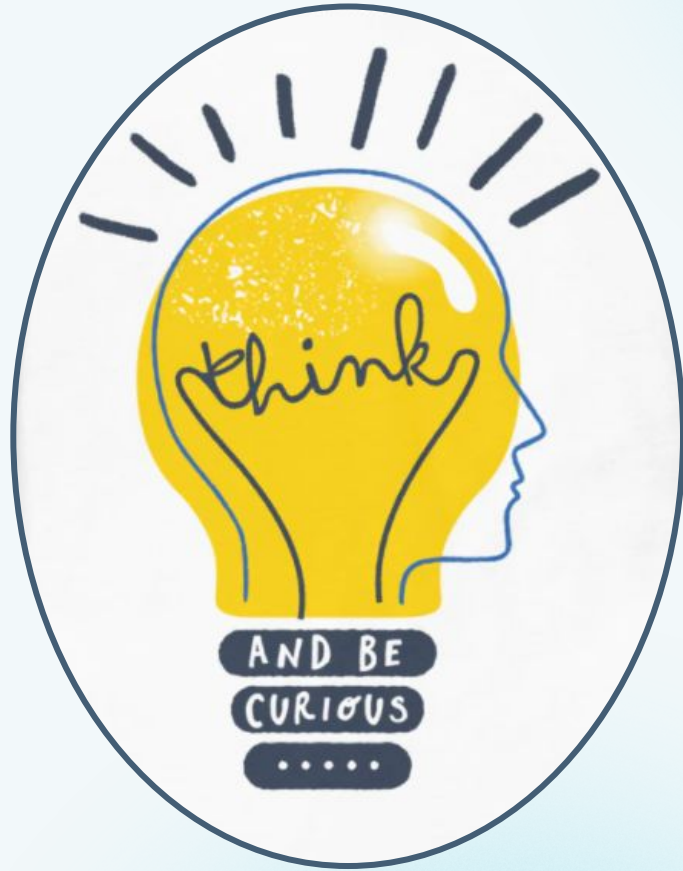
Teacher provides a single essential question (or limited choice) while the student selects the resources to research and chooses how to demonstrate their understanding.

OPEN INQUIRY

With support & facilitation of the teacher, the student constructs their own essential question, researches a wide array of resources, and customizes their learning evidence.

Teacher Involvement





Writing an Inquiry Unit

Use the 5 E's:

- Engage
- Explore
- Explain
- Expand
- Extend

Where Do Artists Begin?

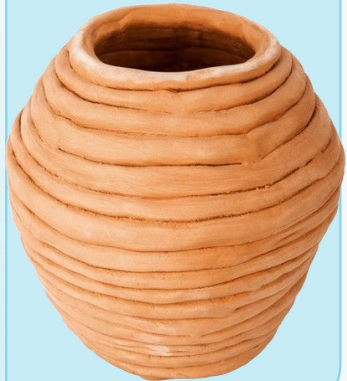
Starting with an artistic question, inquiry-based art instruction allows students to experience authentic art-making processes with personal agency.



So what might this look like with 3-d media?

LIMITED/ CONFIRMATION INQUIRY

How can you create a vessel using coils?



STRUCTURED INQUIRY



How can handbuilding techniques be used to create a functional vessel?

CONTROLLED INQUIRY

How can you use the features of 'x' ceramic wares to inspire a design of your own ceramic vessel?



GUIDED INQUIRY



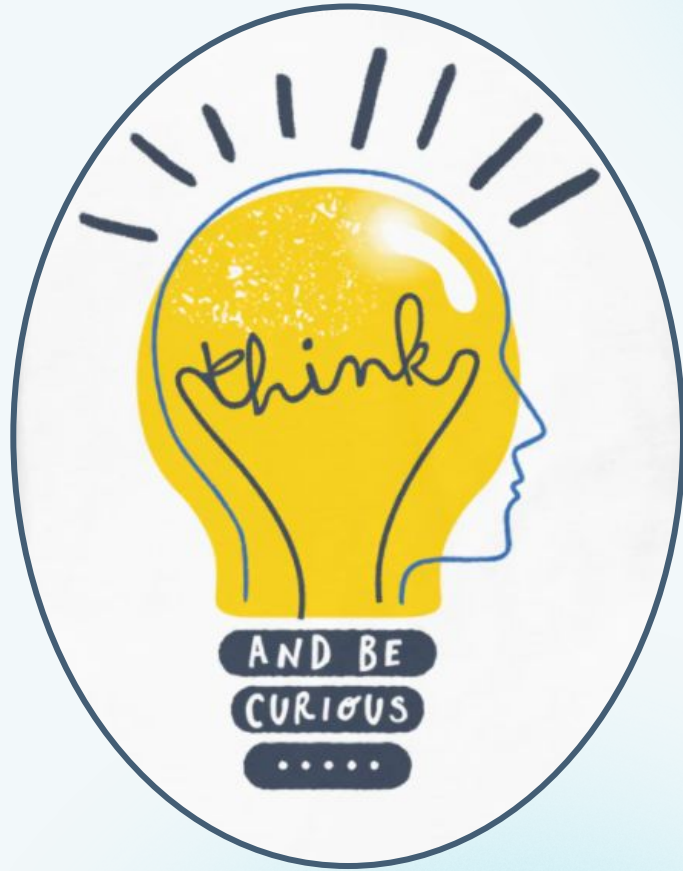
How can form & function be used to design a ceramic artwork?

OPEN INQUIRY

How can I create different forms on the pottery wheel?

How can I unify my pieces through color?





Writing an Inquiry Unit

Use the 5 E's:

- Engage
- Explore
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- Expand
- Extend

Engage

- Introduce the Unit Big Idea
- Make connections between past and present learning experiences
- Hook students with a juicy question, fascinating media technique and by exploring interesting works of art.
- Pique student curiosity and focus students' thinking on the learning outcomes of current activities. Students should become mentally engaged in the concept, process, or skill to be learned.

Explore

- Explore the Big Idea through a common base of experiences.
- Make connections to artists and theme of big idea
- Sketchbook activities that connect to big idea, theme, artists
- Experiment with materials, media, or processes
- Idea Generation (exercises that allow students time to think about concepts that may be included in final work.)

Explain

- Articulate or demonstrate what is known so far
- Introduce formal terms, definitions
- Explain concepts, processes, skills or behaviors that are expected
- Instruction should be in short bursts, giving students time to still experiment and explore to develop their skills
- Skill building and practice through workshops

Expand

- Students generate ideas and plan their artwork with sketches and targeted brainstorming that address the theme and essential question
- Students may need to pursue additional learning by gathering reference photos, doing research, experimenting with media, creating studies & sketches in preparation for the creation of their independent artwork
- Students should document their work as they go and any feedback or changes

Extend

- Reflect on finished piece
- Write or Record an artist statement that helps explain concept, composition, and artistic choices
- Connect product with process, including goals, habits and dispositions
- Look ahead to possibilities
- Display work and/or add to portfolio



An Example Inquiry Unit from Ceramics

Connection

Visual Thinking Strategies

What is going on in this image?

What do you see that makes you say that?

What more can we find?



Engage



CONNECTION

What kinds of CONNECTIONS do you have?

CONNECTIONS

How can you create a work of art that shows YOUR connections...who, what, or where are you connected and how?



Slab Tile

Today we will design a ceramic tile that represents the interests of the artist (you!)

Objectives:

- You will be able to generate, organize and develop artistic ideas and work.
- You will be able to create these ideas in a low relief clay tile.

Wednesday, Thursday, Friday, & Monday



Slab Tile

- Use the fettling knife to cut out a 6x6" shape from your slab.
- What type of lines & textures can the tools put in your clay?
- Try all the tools to Incise, Impress, Subtract, and Add clay to create textures and relief images to your tile. More texture the better!- You want to see what glaze does to it.
- Score and slip at least one thing onto your tile
- Refine, clean, complete a tile you want to keep (4 days) **DUE AUGUST 31st end of class**



At the end of each hour:
Wrap up your tile in plastic, label with your name on it, place in storage cabinet.

Slab Tiles:

Create a tile with texture to learn the clay tools and how the clay reacts.

We WILL fire and glaze them so take your time to create something nice.

Start by sketching your idea in your sketchbook or just start playing with the clay to see what comes to mind...



Tile

Reflection

Answer the following questions in your sketchbook about the slab tile you made and your process of creating it.

Think about the steps you took to build your slab tile. What worked well for you?

What didn't go so well that you will avoid in the future?

What stage is your clay in as you finish today?

STAGES of CLAY

List the 6 stages of clay and write down their characteristics as we watch this video.

Draw a small picture to help you remember each stage.

STAGES OF CLAY

- 1 **SLIP** (aka water clay)
 - Slip is used to join clay
 - used to decorate (slip trailing)
 - made on slip mixer
- 2 **PLASTIC/NEAT** (block of clay)
 - out of the bucket
 - best time for construction (pinch)
 - block of new clay
 - good time for stamping
- 3 **LEATHER HARD**
 - best time for slip construction
 - best time to carve details
 - best time for smoothing
 - best time for glazing
- 4 **BONE-DRY**
 - clay is room temp to touch
 - clay is ready to be fired
- 5 **BISQUE**
 - clay that has been fired **ONCE**
 - clay that is ready to be glazed
- 6 **GLAZE WARE**
 - clay that has been fired **TWO** times
 - glaze has been applied in 3 even coats

Pinch Pot Pass - Connection

How successful is your combined pinch pot sculpture? Evaluate the following:


- How well are the two connected? Is it sturdy in construction and designed so they look unified?
- Is the piece decorated? Or left plain?
- Is the finish smooth or have an intentional surface texture?
- How even is the thickness? Is it between 1/4" - 1"?
- Are there any places where air pockets have been trapped?

Let's Review!

HOW TO MAKE A PINCH POT

New Tools!

- Banding Wheel
- Paddle



Coil Pot Sampler

- Base needs to be 4-5 inches wide.
- Will be about 6-8 inches tall
- Needs at least 5 types of coils for a variety of interesting textural decorations
- Neat and well constructed





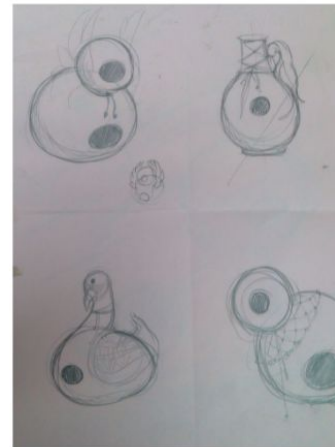
Be Thinking About... CONNECTION

What kinds of CONNECTIONS do you have?

SKETCHBOOK ASSIGNMENT

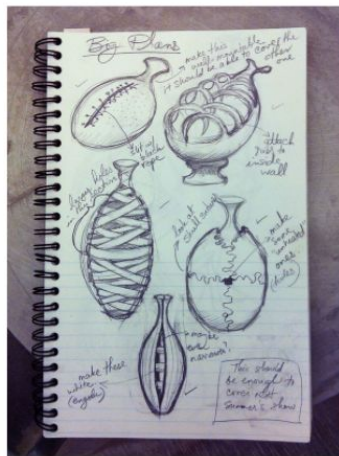
Pick one to DIAGRAM with CONSTRUCTION METHODS (Pinch, coil, slab) and GLAZE COLORS.

- DRAW it from multiple angles.
- LABEL with Pinch, Coil, or Slab.
- LABEL with Glaze colors.



SKETCHBOOK ASSIGNMENT

1. QUESTIONS to ANSWER with your Art: *(Start by writing these in your sketchbook)*
 - a. What kinds of CONNECTIONS do you have?
 - b. Who, what, or where are you connected and how?
2. Draw your ideas for your artwork.
3. Pick one to DIAGRAM with CONSTRUCTION METHODS (Pinch, coil, slab) and GLAZE COLORS. Draw it from multiple angles.



Sketchbook Conference with Ms. Ridlen

Sketch:

Pick one idea to DIAGRAM with CONSTRUCTION METHODS (pinch, coil, slab) and GLAZE COLORS.

- DRAW it from multiple angles.
- LABEL with Pinch, Coil, or Slab.
- LABEL with Glaze colors.

Share:

Show one classmate to get feedback. Write down what they say in your sketchbook.

When someone asks for your feedback, use these guiding statements:

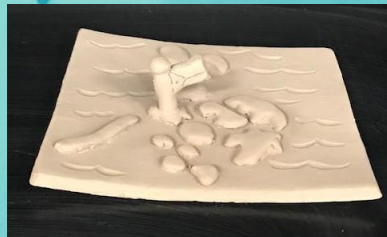
- "I like..."
Share what you like about their artwork
- "I wish..."
Share ideas of how the design can be changed or improved
- "I wonder..." or "What if..."
Share new suggestions that might not have a direct link to what is already there but could open future ideas or modifications

Conference:

Before you get your clay to start building, you have to talk with Ms. Ridlen to share your idea and troubleshoot any construction questions.

Get the all clear and get started!

Expand





CONNECTION

Artist Statement:

For this connection piece I did a connection based on my cousins in Wisconsin and the times we had around the kitchen table. Often here is where all of the good memories comeback. I chose to use the slab of Wisconsin as a base for the table. The food and the plates are details that make it feel more realistic and accurate to what it feels like up there. The colors are also similar to what it's like up there. I used a combination of coils and slabs to build it, including the table and the legs of the table.

You will be able to...

- Individually or collaboratively formulate new creative problems based on the student's existing artwork.
- Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design.
- Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments.
- Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences.
- Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Big Idea: Love Explained - *sculpture modeling unit*

Engage:

Look at Artwork; Ask Essential Questions

What symbol do we use to represent Love?

Show image of Jim Dine's *Four Hearts*- Ask *How many of you immediately thought of a similar image to this?* How can we push past the cliched image of the heart to symbolize love?

- What is YOUR IDEA of Love?
- How have you experienced love in your life?
- What have you witnessed about the way people love?
- Who or what do we love? How do we show that Love?

Explore:

Play, Experiment, Brainstorm

How does clay respond to your touch? Practicing modeling in clay.
Brainstorm/Sketch/Plan

Explain:

Workshops Direct Instruction

Explain Clay Tools, Vocabulary, Processes like wedging

Workshop: Joining two pots together; Explain additive & subtractive surface decoration techniques
Students should share in their sketchbooks what they learned from the workshop, and ask questions about steps they are still unsure of.

Expand:

Independent Artwork

Artwork: *What does Love mean to you?* Students will design & create a ceramic sculpture incorporating an ANATOMICAL heart and personal symbols to create a unique art piece.

Evaluate:

Students will present finished piece in a digital portfolio as well as putting the piece on display



An Example Inquiry Unit from Sculpture

Love Explained

Engage



Jim Dine, *Four Hearts*, 1969

LOVE EXPLAINED

This will be your personal reaction about and interpretation of love. This can be a personal story about your experiences or a larger story outside of yourself about humanity.

WHAT IS YOUR IDEA OF LOVE?

HOW HAVE YOU EXPERIENCED LOVE IN YOUR LIFE?

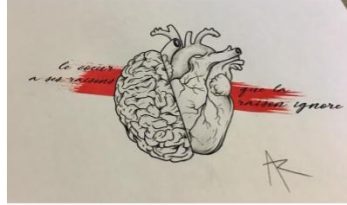
WHAT HAVE YOU WITNESSED ABOUT THE WAY PEOPLE LOVE?

WHO OR WHAT DO WE LOVE? HOW DO WE SHOW THAT LOVE?



COMPLETE THE BRAINSTORMING PACKET & DEVELOP YOUR IDEA

Use the symbol of an anatomical heart without it being cliché. This is a delicate line to walk. This is your story and your explanation about love. Really consider the levels of visual storytelling you can accomplish.



MORE BRAINSTORMING QUESTIONS:

WHAT ARE DIFFERENT FORMS OF LOVE YOU'VE EXPERIENCED IN YOUR LIFE?

WHAT ARE THE WAYS YOU EXPRESS THE WAY YOU LOVE?

WHEN DO YOU FEEL MOST LOVED?

WHEN DO YOU KNOW IF YOU HAVE FALLEN OUT OF LOVE?

WHEN DO YOU KNOW YOU ARE IN LOVE?

HOW DOES LOVE AFFECT YOUR LIFE?

WHY DOES LOVE MEAN DIFFERENT THINGS TO DIFFERENT PEOPLE?

WHY DOES LOVE HURT?

HOW WOULD YOU DESCRIBE HOW YOU EXPRESS LOVE?

WHERE DO YOU FIND LOVE?

I FEEL THAT I CAN COUNT ON...

I WOULD FEEL LONELY WITHOUT...

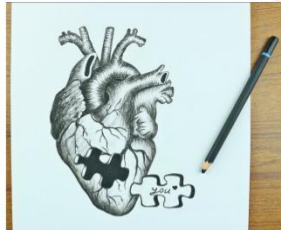
WHAT ARE YOU EMOTIONALLY CONNECTED TO?

WHAT'S YOUR NUMBER ONE PRIORITY?

WHAT ASPECTS OF YOU DO YOU KEEP HIDDEN FROM CLOSE FRIENDS BUT SHARE WITH LOVED ONES?

BRAINSTORMING

- List 15 words that you associate with the idea of love.
- Pick 5 words from the list and draw symbols that you associate with the words.



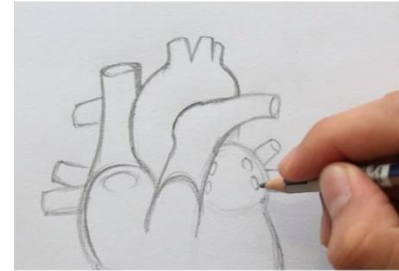
CREATE FOUR SKETCHES OF POTENTIAL CONCEPTS

What "story" of love do you intend on telling with this sculpture?

What symbolic elements will you incorporate into your sculpture?

Search "Love Quotes" and find one that defines your idea of love that can connect to your sculpture.

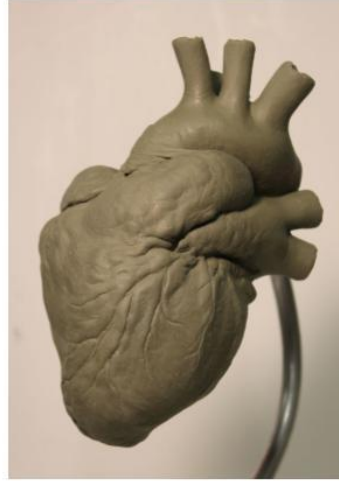
What will you need to learn, try out, or practice to be successful at creating this sculpture?





Clay Modeling Workshop:

MODELING WITH CLAY



Modeled sculptures are created when a soft or malleable material (such as clay) is built up (sometimes over an armature) and shaped to create a form. Modeling is an additive process.

Clay Modeling Workshop:

CLAY VOCABULARY

Wedging - kneading the clay with the hands to remove air bubbles and evenly distribute moisture

Pinch - clay formed by squeezing between thumb and fingers.

Coil - a long rope-like piece of clay made by rolling

Slab - a flat piece of clay

Score - scratching the clay surface

Slip - wet clay used as a glue

Fire - heating clay to harden it into ceramic

Kiln - a special oven used to fire clay.

Glaze - A coating of glass that is fused to the surface of a ceramic piece.



Clay Modeling Workshop:



Begin with two balls of clay the same size.



Form the clay into two equally sized and shaped pinch pots.



Using one sheet of small newspaper, ball it up to support the inside as an armature.



Score the lip of both pinch pots using a needle tool.



Add slip to the scored edges on both sides.



Press the two pots together & blend the clay until the seam is no longer visible.

You may need to add a coil around the seam to reinforce it

Clay Modeling Workshop:

CLAY TOOLS

- Fetting Knife
- Rib
- Wire Tool
- Needle/Pin Tool
- Loop Tool
- Wood Modeling Tool
- Sponge
- Ribbon Tool
- Paddle

ESSENTIAL CLAY TOOLS



Clay Modeling Workshop:

GETTING STARTED ON CONSTRUCTION



Roll and shape the form into your desired shape.

Tap the form using wood paddles to change its shape.



Roll and attach coils by scoring, slipping, and blending to add arteries and veins.



Impress and incise into the clay to add additional textures.

(Be sure to leave an air hole that goes all the way through to the newspaper core)

GREENWARE HEART

1. What skills did you learn or practice through this workshop?

I Actually ended up using a lot of carving to get the veins as small as i wanted them.

2. What worked well for you while constructing this piece?

I think that making and attaching the valves went well.

3. What didn't go so well that you will avoid in the future or how did you fix it?

I think overall my pinch pots and workpiece are too thick.

4. How might you use the skills from this workshop in the future?

I think the confidence i gained in blending and smoothing will carry over really well into my other clay works.

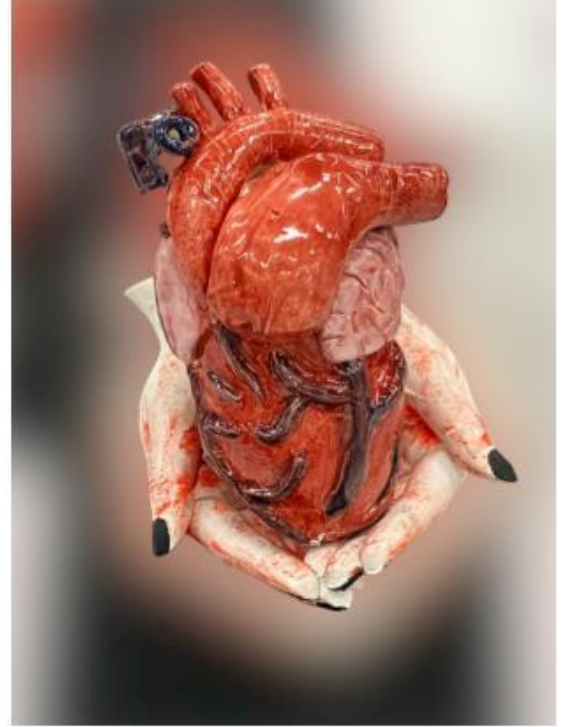
5. Set a goal for yourself the next time you use this technique...

For the next pinch pot i would like to make it evenly thick before I add to it.



EVALUATE YOUR WORK:	Yes +	Mostly ✓	No -
Sketchbook - Brainstorming & Planning Did you brainstorm at least 3-4 ideas? Did you sketch what your mold will look like?	+		
Construction - Size Did you properly join two pinch pots with newspaper in the middle, carefully blending the seam so it can not be seen?	+		
Construction - Air Hole Did you leave a hole for the air to escape, keeping your piece from blowing up?	+		
Construction - Modeling Features Did you <i>model</i> and shape the clay to create an anatomical heart shaped form? <i>*model means to push and shape the clay with your fingers and/or basic tools</i>	+		
Craftsmanship - Blending As your sculpture dried, did the seams stay together because you blended the clay thoroughly?	+		
Craftsmanship - Modeling Did you smooth the clay as you modeled the features to remove cracking and splits in the clay? As your sculpture dried, did any clay that was added stay attached because you scored, slipped, pushed and blended the clay thoroughly?		✓	
Composition - Anatomical Heart Did you construct your heart in such a way that it is recognizable?	+		
Effort - Engage & Persist Have you worked diligently each day while having a consistent focus on your ceramic work with a positive mindset if you encountered challenges? Did you solve any problems when needed? Did you work and stay focused without being prompted?	+		
Bonus: Did you add extra details to create visual interest and enhance your design?	+		-

Expand



LOVE EXPLAINED

Love Hurts by M. Keysor

It is a representation of how love hurts, even when you are kind-hearted. The heart represents an apple, which is something that is known to give nutrients and sustenance to someone. Love is similar to the apple as it is healing and provides support in times of need. As the heart has a bite out of it, it indicates that rather than holding and giving back to the heart that cares for you, you got greedy and took a bite out of it that it could never get back. It shows how permanent being misused can be, especially when you give your heart to the wrong person.



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An Example Inquiry Unit from Sculpture 2

Delicious Dishes

Inspired by the DEI & Delicious Dishes work of
Elizabeth Barker, Stephanie Hasty, And Abigail Birhanu



Delicious Dishes

Sculpture II

Goals for Sculpture II

Here are the goals you should be working towards during our semester in Sculpture II:

- Goal 1:** Choose from a range of sculpture materials and methods to plan artworks based on a theme, idea, or concept.
- Goal 2:** Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- Goal 3:** Make meaningful artworks in combination with elements from your social, cultural, historical and personal life.
- Goal 4:** Present your artistic choices in the process of selecting and presenting your artwork for a specific exhibit or event.
- Goal 5:** Evaluate your artwork based on a set of criteria.



Delicious Dishes

As a cornerstone of our very existence, food has always played a significant part in our social and cultural lifestyles. So it is no surprise that artists have depicted food in art across cultures throughout time.



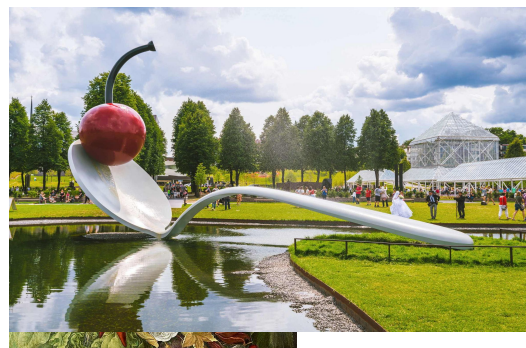
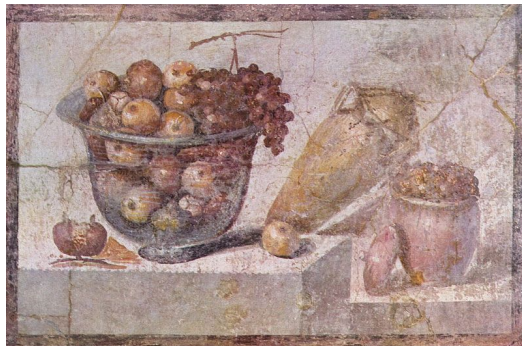


Wayne Thiebaud



Claes Oldenburg

Artists & Food





Jan Davidsz de Heem



Rebecca Rütten



Anne Coster Vallayer



Rebecca Rütten

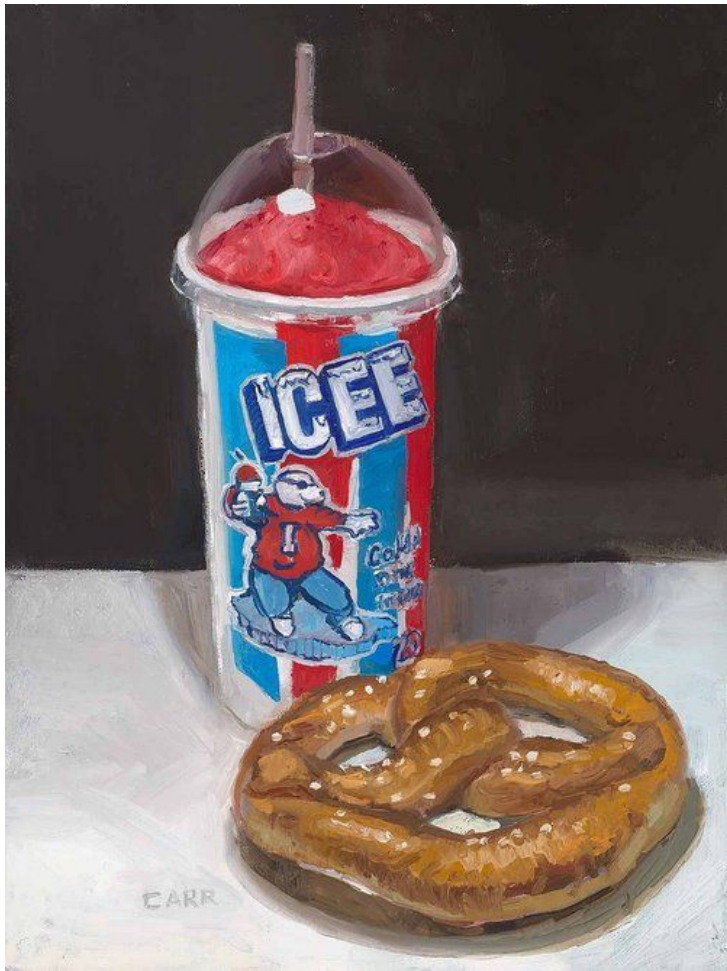


Noah Verrier



Noah Verrier

Artists & Food



Greg Carr



Greg Carr

Artists & Food



Mechelle Bounpraseuth

Mechelle Bounpraseuth chooses to sculpt her bottles and objects from clay. She draws them first then starts to build them. Finally she paints them to carefully show the labels and details.

Why do you think she uses clay? What other materials could she use to make her artwork?

Artists & Food



Mechelle Bounpraseuth

How do you think the style of Mechelle Bounpraseuth's 3D food sculptures show that she was inspired by her memories of food growing up?

Think about how the artist has made her work seem childlike.

Artists & Food

A top-down view of a table set for a meal. The table is covered with various dishes, including plates of rice, meat, and vegetables, as well as bowls of condiments and a basket of fresh produce. The text "How Does Food Play a Role in Your Life?" is overlaid in a white, cursive font across the center of the image.

How Does Food Play a Role in Your Life?

Sketchbook Page

Take a minute to answer the question: *How Does Food Play a Role in Your Life?*



How Does Food Inspire & Inform Who We Are?

Michelle Zauner (lead singer of the band Japanese Breakfast) discusses her processing the loss of her mother through Korean cuisine



How Does Food Inspire & Inform Who We Are?

- What did you notice & note while watching the video?
 - Brainstorm: What activities in your family are centered around food?
 - Choose one of these activities...write or draw for 7 minutes
-



Think about...

- How is food at the center of this event/moment?
 - What do you feel, smell, see, hear, and taste?
 - Who is present?
 - How are you present in this event/moment?
 - Why is the event important to you?
-

Delicious Dishes

This will be your personal reflection on food and the role it plays in your life. This can be a personal relationship, cultural connection, or a favorite memory.

What role does food have in your life?

Do you associate food with certain holidays or family events?

What memories do certain foods bring to mind?

How do certain foods make you feel?



Concept Behind this Project:

Share a personal connection to food with the viewer

What Exactly Are You Doing in this Project:

Recreating a personally meaningful meal as a realistic sculpture.

Sculpting the food using toilet paper adding realistic textures and painting it to create a realistic effect.

Additional details can be added with found objects or polymer clay.

Details

Assignments & Grades:

- Workshop: Bacon, Eggs & Toast - Make: Practice
- Brainstorming & Planning - Plan: Sketchbook
- Finished Delicious Dish Sculpture (sculpted, painted, plated) - Make: Artwork
- Delicious Dishes Slides Portfolio - Present: Portfolio
- Artist Statement slide - Reflect: Artist Statement
- Daily Work Grade - Studio Habits of Mind: participation & effort



Details

Timeline:

- Workshop: Bacon, Eggs, & Toast - 2 days
- Brainstorming & Planning - 1 day
- Delicious Dish Sculpture:
 - Construction - 5 days
 - Painting - 5 days
- Artist Statement, Glamour Shot Photo, & Portfolio Slides - 1 day

Total: 14 days



Details

Media & Material Options:

- Toilet paper
- Aluminum foil, cardboard, styrofoam for armatures
- Acrylic paint
- Watercolor paint
- Tempera paint
- Mod Podge
- Potentially other items of your choice that you bring in such as fast food containers/wrappers, dishes, utensils, sprinkles, pepper, etc.



Details

Expectations:

Art concepts & technical skills you are expected to demonstrate:



(a) connecting food to memory, personal taste, & culture,

(b) brainstorming multiple ideas, planning by finding reference photos, and sketching final idea,

(c) construction building and TP paper mache techniques,

(d) molding sculpture pieces in proportion to one another,

(e) creating realistic color and texture with layers of paint,

(f) describing process you used to create sculpture and sharing the meaning behind your piece



(g) taking a high quality portfolio photo with lighting, focus, cropping, and plain background.

Inspiration Questions to Consider

What was your favorite food as a child?

What food reminds you of family?

What do you eat when you are sick to feel better?

If you became your culture's food ambassador, what would be the three dishes you recommend?

What's your favorite comfort food on a bad day?

What food should everyone try at least once in their lives?

What's your guilty pleasure food?

What's the best meal that you have ever had, and where?

What food did you think you would hate but end up loving?

What's your go-to dish when family or friends come over?

Which meal is your favorite - breakfast, lunch, or dinner? Or do you prefer snack time?

Would you rather eat a home cooked meal or fast food?



Let's Get Started!

Delicious Dishes
Sculpture



Workshop: Breakfast with Bacon, Egg, & Toast

Learning how to construct a
toilet paper sculpture





Creating a Toilet Paper Sculpture

We are going to make bacon, a fried egg, and toast.

You will need:

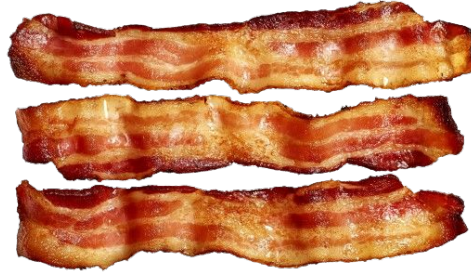
Roll of toilet paper

Spray bottle with water

Plate

Paint & Brush

Bacon!



To make flat things, first layer some DRY toilet paper. Then spritz with the water to make the top layer damp. No need to soak the paper underneath.

To make our bacon, layer some dry paper about 4 or 5 sheets thick.. Spritz the top and bottom layer. Pat the water in. Fold the paper over long ways, then gently rip the edges to make the irregular edges.

As you lay it on your plate to dry, scrunch it in an uneven way to replicate the way bacon curls up. It will dry in this shape.

Fried Egg

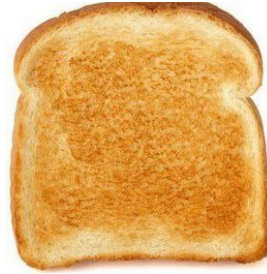


Compound Forms: This will be two pieces that are fused together.

Start with the yolk. Scrunch up some mostly dry toilet paper into a ball, keeping it fluffy. (Too much water inside a tightly packed piece may mold, yuck!) Lightly spritz the outermost layer.

To make the white of our egg, layer some dry paper slightly angling each piece slightly from the previous layer. Lay the yolk part on top and spritz the top layer. Then gently rip the edges to make the irregular round shape of the white. If your yolk starts to collapse, fill with more TP. Then add an additional layer over the yolk and white with a "veil" of TP, spritzing it again. Again, tearing the edges.

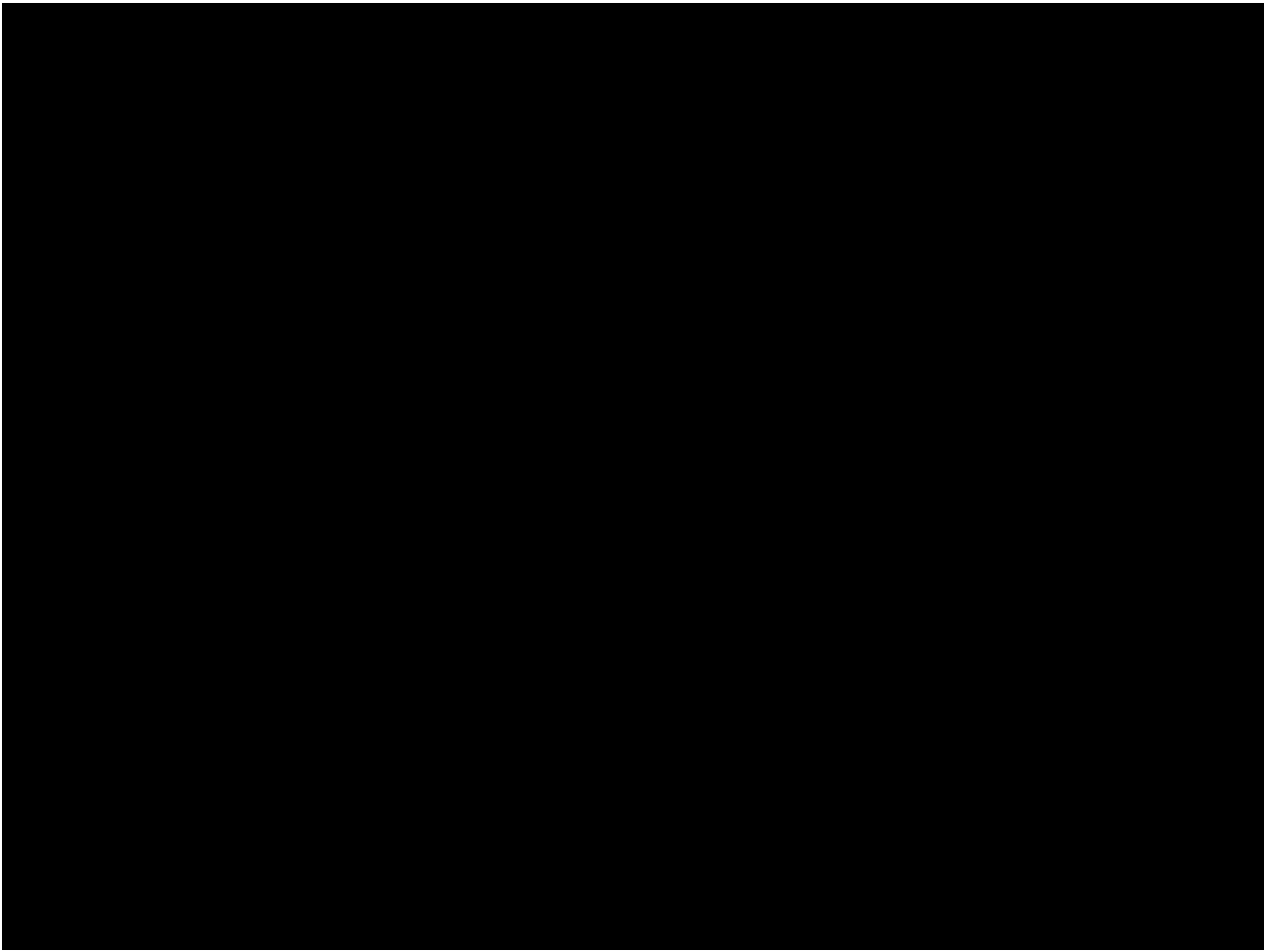
Toast



Thick Forms: Fill with fluffed up DRY toilet paper, and add an outer layer of wet toilet paper around it.

For the toast, layer up the toilet paper - use lots of layers or even scrunch the toilet paper. Then to make the smooth crust edges, wrap toilet paper over the edges and spritz with water. If it starts to get too flat and collapse, add more scrunched layered paper. Squeeze or push the edges to create the indented and rounded top edge of the bread.

Now, let your breakfast dry for at least 24 hours.



Bacon, Egg, & Toast How-to Video

Painting Your Food

- Use your reference photos and really LOOK at the different colors and shades on each food item. Mix and layer colors to get rich, realistic color.
- Use watercolor paint for items that have a high water content or seem more translucent.
- Use tempera or acrylic paint for the items that are denser and more opaque.
- Remember with watercolor, the more water, the lighter the color will be. The less water, the more saturated and bright the color will appear.
- Watercolor and Tempera will dry with a MATTE finish. Acrylic will appear slightly more shiny, but for a REALLY shiny surface, we will add Mod Podge gloss.
- To enhance the illusion, you can add things like pepper or sprinkles by first brushing on a light layer of elmer's glue.



Brainstorming & Planning

Use your sketchbook to brainstorm a list of ideas for your sculpture before planning & sketching what it will look like. Find color photos of your food to use as reference images too.

Inspiration Questions to Consider

What was your favorite food as a child?

What food reminds you of family?

What do you eat when you are sick to feel better?

If you became your culture's food ambassador, what would be the three dishes you recommend?

What's your favorite comfort food on a bad day?

What food should everyone try at least once in their lives?

What's your guilty pleasure food?

What's the best meal that you have ever had, and where?

What food did you think you would hate but end up loving?

What's your go-to dish when family or friends come over?

Which meal is your favorite - breakfast, lunch, or dinner? Or do you prefer snack time?

Would you rather eat a home cooked meal or fast food?

Brainstorming Page List ideas or answer some of the inspiration questions here.



Planning Page

Find color photos of your food(s) to use as reference images.

Paste them to a Google Slide to look at as you work.

Sketching Page

Create some thumbnail sketches of your ideas here to help plan your sculpture.
List any extra items or props you need to make your sculpture.



Constructing
Your Sculpture



Constructing Your Delicious Dish Sculpture

BUILD IT

Use what you practiced to build your artwork using toilet paper paper mache techniques.

PAINT IT

After your piece has dried, choose the best type of paint to realistically add color to your sculpture.

ACCESSORIZE IT

Bring in props to add to your sculpture and enhance the realistic illusion.

Expectations:

Art concepts & technical skills you are expected to demonstrate:

(a) connecting food to memory, personal taste, & culture,

(b) brainstorming multiple ideas, planning by finding reference photos, and sketching final idea,

(c) building and toilet paper papier mache techniques,

(d) molding sculpture pieces in proportion to one another,

(e) creating realistic color and texture with layers of paint,

(f) describing process you used to create sculpture and sharing the meaning behind your piece

(g) taking a high quality portfolio photo with lighting, focus, cropping, and clear background.



Take a GOOD photo of your finished artwork, Save it to your Google folder and submit it on Canvas.

This means a photo with a **solid background, up close, in focus, in good lighting and framed well.**

You will use this photo in the Portfolio Slides assignment as well.

Artwork Photo

Plate & Present your piece with all its accessories.

Take a Glamour Shot of your finished piece.

Student Work





Delicious Dishes

Sharing Your Work...

- Artist Statement
- Portfolio



Artist Statement

First, make a copy of the Delicious Dishes slides template.

Answer these Artist Statement Questions completely and use your best ELA skills:

- 1) Describe your artwork. Include the subject and the form (what it looks like, what it is made of and its physical qualities).
- 2) What is the message you hope to communicate to the viewer with this piece? What does it tell us about you? Is your sculpture communicating a physical, emotional, or intellectual message?
- 3) What elements from your life make this piece meaningful to you? Does this piece have a social, cultural, or historical significance in connection to your life?

Subject
Form
Content
Context

Delicious Dishes Portfolio Slides

Make a copy of the Delicious Dishes Portfolio Template and complete these four sections:

Sketchbook Work

Share your brainstorming, planning, & sketches

Artwork Photo

Share your finished piece in a high quality photograph

Artist Statement

Discuss your artwork describing the subject, form, content, and context.

Reflection

Evaluate your work based on the criteria given.



Sample
Portfolio

A rustic dining table setting featuring a white ceramic plate with a gold rim, placed on a round wooden placemat. The table is set with gold-colored cutlery, including a knife, spoon, and two forks. In the background, there are large white floral centerpieces and several wine glasses. The text "Delicious Dishes" is overlaid in a white, elegant script font, and "Sculpture II Portfolio" is written below it in a smaller, sans-serif font. The entire scene is framed by thin gold lines and decorative floral motifs in the corners.

Delicious Dishes

Sculpture II Portfolio

Delicious Dishes Portfolio Slides

This is the final assessment of your work during this unit. Can you...

...plan a sculptural artwork based on a theme, idea, or concept?

...make a meaningful artwork using sculptural skills?

...present your finished piece in a professional manner?

...share your process and the meaning behind your work?

...judge your artwork against specific set of criteria?



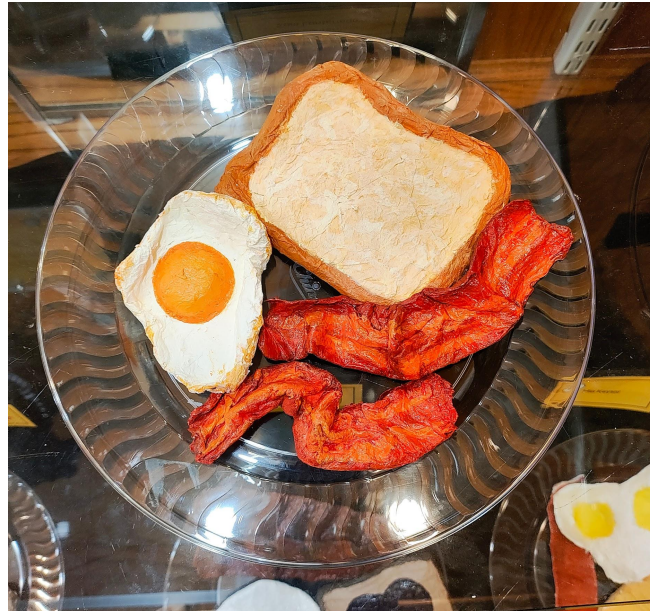
Workshop Skills

Share photos of your workshop practice here.

(Your Bacon, Egg, & Toast where you practiced building with toilet paper papier mache.)

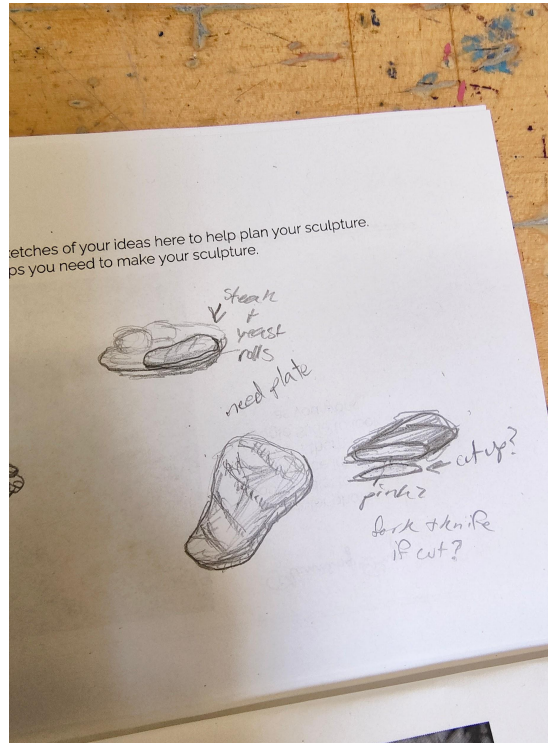
Also describe what skills you improved between your workshop piece and your final artwork.

I got a lot better at using smaller amounts of paint to achieve the colors i wanted, and i got better at checking my references.



Sketchbook Work

Share photos of your sketchbook work, any reference photos, and planning here.



Artist Statement

Answer these Artist Statement Questions completely and use your best ELA skills:

Describe the food included in your delicious dish (subject) and how it is connected to a memory, your culture, or your personal taste. Why is this dish meaningful to you (content & context)?

How did you create your sculpture? (technique) What materials did you use and what elements/principles are at work? (form)

I made steak and yeast rolls because they are my favorite foods. Growing up we didn't go out to eat a lot because it was so expensive and when we did I wasn't always able to get what I wanted because of the prices. Steak and yeast rolls make me think of big celebrations like birthdays when we got to get treated.

My sculpture was incredibly easy to fabricate, spraying the water on the toilet paper wads made the shapes pretty easily because as far as foods go the ones I chose were incredibly simple in form(pretty much just tall and flat circles) What really impacted the finished result was the blending of colors and underpainting on the steak, as well as the use of modge podge and pepper to give shine and the realistic textures that are associated with steak and rolls. I spent a lot of time painting and repainting the steak in an attempt to get it perfect.



Family Dinner

By SL

Delicious Dishes

Evaluate Your Work

<p>Meaning:</p> <p>Were you able to connect food to a memory, personal taste, or your culture in a meaningful way?</p>	4 Strong Connection	3 Somewhat Connected	2 Weak Connection	1 Not really Connected
<p>Building Technique:</p> <p>Were you able to recreate 3-dimensional forms and textures while smoothing edges? Were you able to mold sculpture pieces in proportion to one another?</p>	4 With Excellence	3 With Skill	2 Working on it	1 Needs Improvement
<p>Realistic Details:</p> <p>Were you able to create realistic color and textures? Did you enhance the illusion with well placed props such as wrappers, utensils, etc?</p>	4 With Excellence	3 With Skill	2 Working on it	1 Needs Improvement
<p>Overall Quality</p> <p>Were you able to use your studio habits with your best effort? Did you present your work with the highest quality?</p>	4 With Excellence	3 With Skill	2 Working on it	1 Needs Improvement

Standards

Cr1.2.111a - Plan the making of multiple works of art and design based on a theme, idea, or concept.

Cr2.1.111a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Pr4.1.111a - Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Reg.1.111a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Cn10.1.111a - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Additional ways to use inquiry and sculpture...

Introduction to Art

Structured Inquiry

How do artists use space?

Artistic Question:

How can we use a dynamic figure in action to create an interesting in-the-round sculpture?

Outcome:

Create a dynamic, closed form sculpture with a wire and foil armature.



Additional ways to use inquiry and sculpture...

Introduction to Art



To Dance

1. My sculpture is a silver person dancing. My figure is dancing while they listen to music on their beats. My person is interacting with their headphones, dancing shoes, and dance costume. The person is the positive space and the empty area between her arms and around her are the negative space.
2. I used paper mache with newspaper strips. The strips are hard to get to lay flat at first, but it gets easier as you add more layers. Take the time to lay down the strips before it dries. It looks better and is hard to fix afterwards. Using tissue paper for the skirt on the foil made it look like it was really moving.

Montana L.

Additional ways to use inquiry and sculpture...

Introduction to Art

Structured Inquiry

How can you transform clay into ceramic art?

Artistic Question:

How can you transform something invisible into something visible?

Outcome:

Create a ceramic bottle (vessel) that holds an intangible object. Design the bottle to show what it contains inside.



Transformation: Intro to Art clay unit



Big Idea: Transformation - *Intro to Art ceramic unit*

Engage:

*Look at Artwork; Ask
Essential Questions*

- a.) How can you transform clay into ceramic art?
Show image of Roberto Lugo next to one of his giant pots - Ask *How do you think this potter made this piece?*
Video: Chinese Potters using traditional techniques to create huge pots.

Explore:

*Play, Experiment,
Brainstorm*

- a.) Activate prior experiences - make shapes with play-doh
Refresh clay memory: how do you make a pinch pot? Coils? Join clay?
Techniques for pinching, coiling, and throwing slabs, create a perfect pinch pot, practice rolling coils and throwing slabs to create a pinch pot & practice scoring/slip/press/smooth
b.) Brainstorm/Sketch/Plan: Rattle design
c.) Brainstorm/Sketch/Plan: Bottle design

Explain:

*Workshops
Direct Instruction*

- b.) Workshop: joining two pots together to create a rattle; Explain additive & subtractive surface decoration techniques
c.) Students should share in their sketchbooks what they learned from the workshop, and ask questions about steps they are still unsure of.

Expand:

Independent Artwork

Artwork: *How can you transform something intangible into something tangible?* Students will design & create a ceramic vessel to hold something that is intangible. The design should help make the invisible, visible and understandable to the viewer. For example, the idea of 'love'. What shape would a bottle that holds love be? How would it be decorated to show what is inside without words? How would texture, shape, pattern, and color be used to help show this idea?

Extend:

*Artist Statement
Portfolio/Present*

Students will present finished piece in a digital portfolio as well as putting the piece on display. Artist statements should be written to explain process, changes from the original plan, explanation of the piece, and reflection on what was learned.
Self- and teacher evaluations on craftsmanship, compositional choices, and concept.

How Can You Create an Inquiry-based Lesson using the 5 E's?

Engage:

*Look at Artwork; Ask
Essential Questions*

How will you hook your students onto a juicy topic or theme?

Explore:

*Play, Experiment,
Brainstorm*

What common experiences will you provide?
What artists, artworks, or cultures will you explore?

Explain:

*Workshops
Direct Instruction*

What opportunities will students be given to explain their understandings? What information or instruction will you provide or revisit?

Expand:

Independent Artwork

In what way will students pursue their own line of inquiry and artmaking?

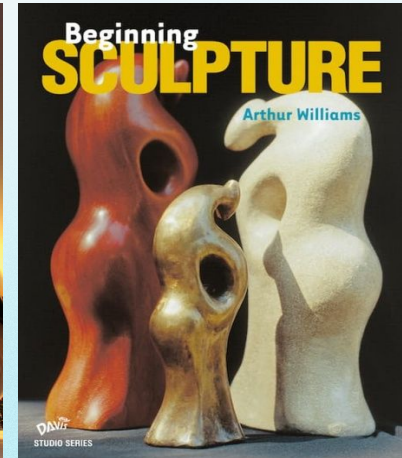
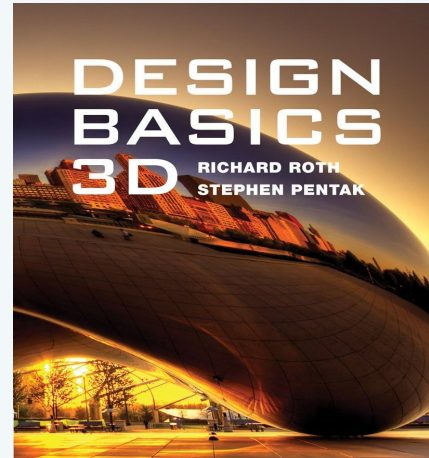
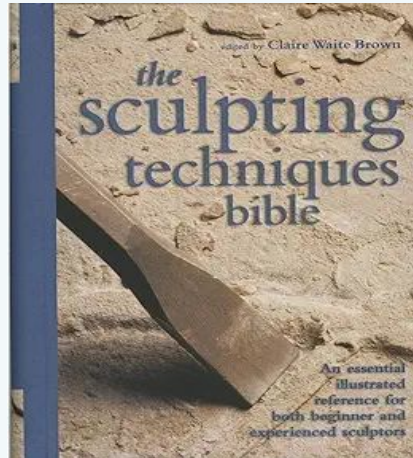
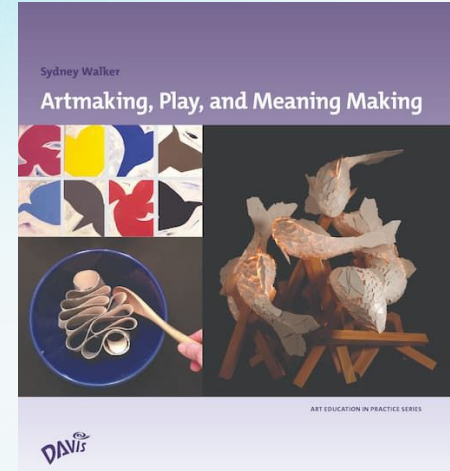
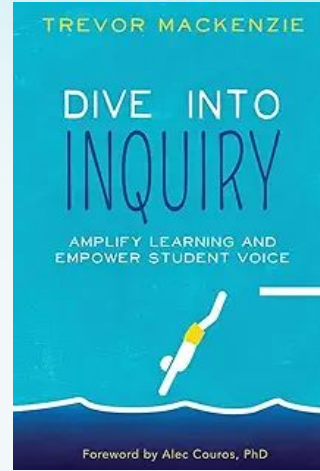
Extend:

*Artist Statement
Portfolio/Present*

How will students be asked to reflect on and/or connect their learning to others? What will you be evaluating and providing feedback on?

Resources:

www.optimisticdiscontent.com



Thank You!

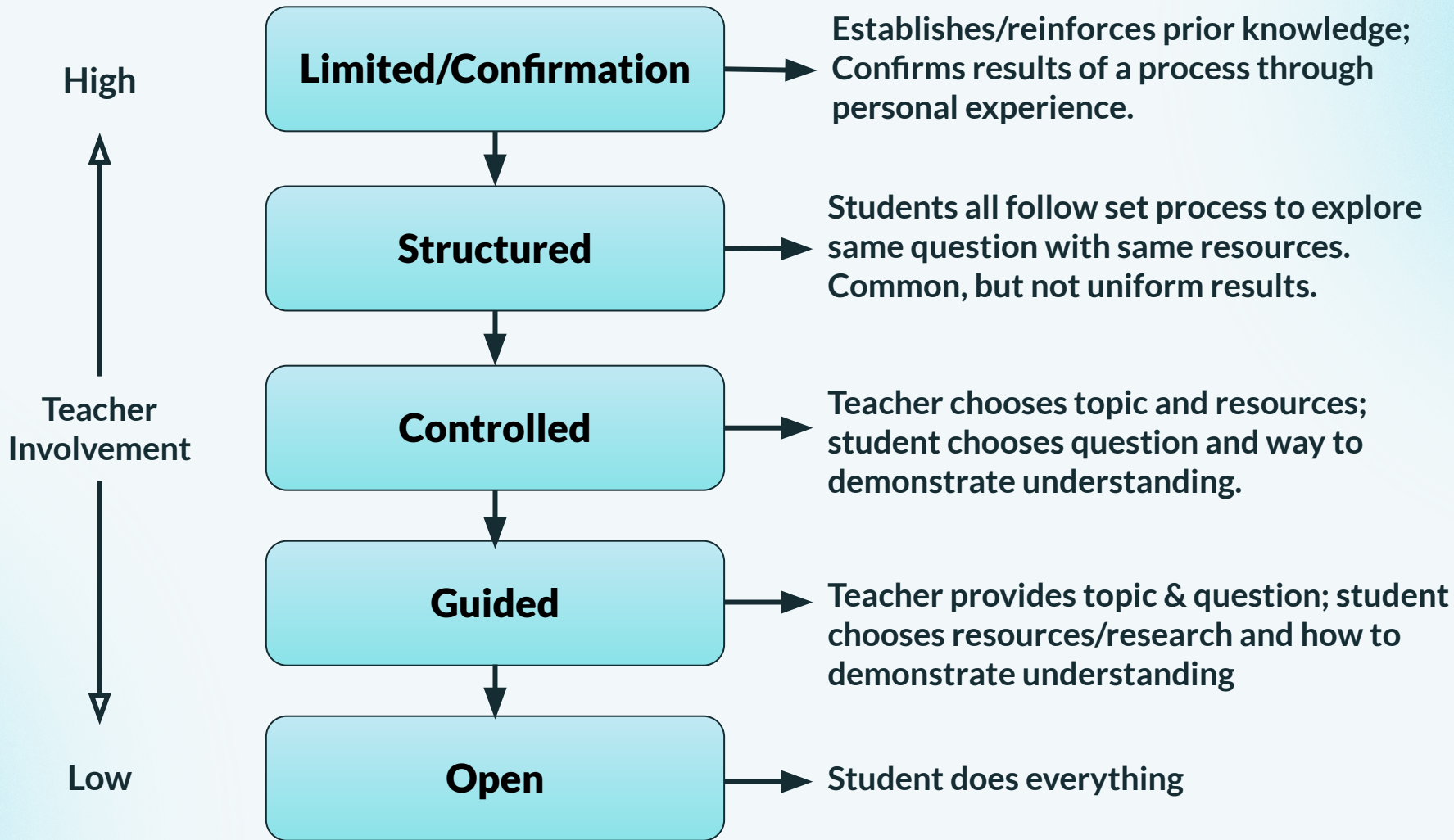
Do you have any questions?

Please Stay in Touch!

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@mridlen
www.optimisticdiscontent.com



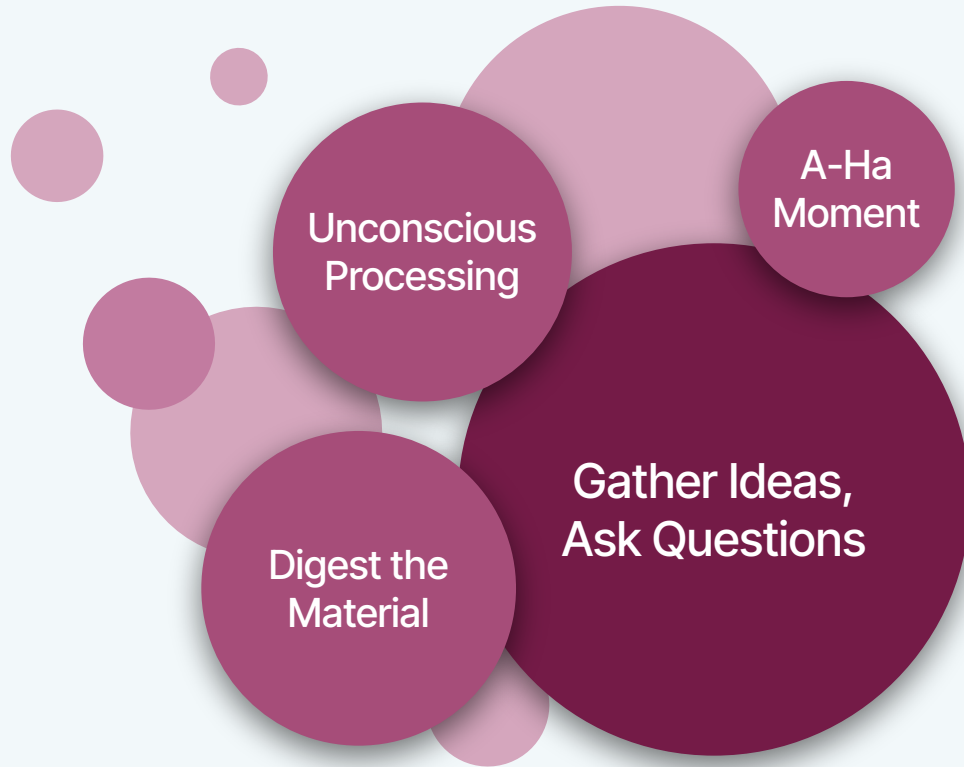






“The artist is nothing without the gift, but the gift is nothing without the work.”

Where Do Artists Begin?



Levels of Inquiry

LIMITED/ CONFIRMATION INQUIRY

Teacher starts with direct instruction and guides students through activity. Establishes or reinforces knowledge where student results match teacher expected outcome.

STRUCTURED INQUIRY

Teacher leads student investigation through one essential question with common resources, specific learning evidence, and performance task

CONTROLLED INQUIRY

Teacher provides several essential questions for students to choose. Several resources provide valuable context & rich meaning. Common performance task.

GUIDED INQUIRY

Teacher provides a single essential question (or limited choice) while the student selects the resources to research and chooses how to demonstrate their understanding.

OPEN INQUIRY

With support & facilitation of the teacher, the student constructs their own essential question, researches a wide array of resources, and customizes their learning evidence.

So what might this look like with 3-d media?

LIMITED/ CONFIRMATION INQUIRY

Teacher demonstrates coiling and clay attachment techniques.

How can you create a vessel using coils?

Students create a coil pot.

STRUCTURED INQUIRY

How can handbuilding techniques be used to create a functional vessel?

Teacher demos techniques.

Students choose from pinch, coil, and slab methods to build a functional vessel.

CONTROLLED INQUIRY

How can you use the features of 'x' ceramic wares to inspire a design of your own ceramic vessel?

Students examine teacher provided resources to design and build a vessel based on research.

GUIDED INQUIRY

How can form & function be used to design a ceramic artwork?

What is form & function and why are they important to consider when making pottery?

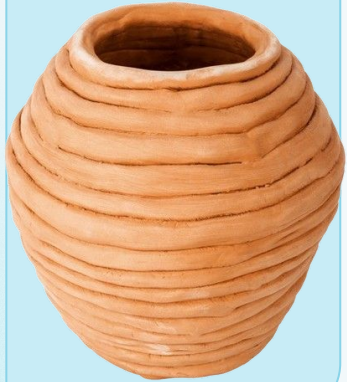
Students research, design & create an artistic functional piece and present process & product.

OPEN INQUIRY

Students develop a personal artistic/design question, conduct their own research in pursuit of an answer, use their research and technical skills to create artwork and present both process and end product.

LIMITED/ CONFIRMATION INQUIRY

*How can you
create a vessel
using coils?*



STRUCTURED INQUIRY



*How can
handbuilding
techniques be
used to create
a functional
vessel?*

CONTROLLED INQUIRY

*How can you use
the features of
'x' ceramic
wares to inspire
a design of your
own ceramic
vessel?*



GUIDED INQUIRY



*How can form &
function be used to
design a ceramic
artwork?*

OPEN INQUIRY

*How can I create
different forms
on the pottery
wheel?*

*How can I unify
my pieces
through color?*



Levels of Inquiry

LIMITED/ CONFIRMATION INQUIRY

Traditional artmaking with teacher providing directions and students making sure their results match the expected example.

STRUCTURED INQUIRY

Teacher leads student investigation through one essential question with common resources, specific learning evidence, and performance task

CONTROLLED INQUIRY

Teacher provides several essential questions for students to choose. Several resources provide valuable context & rich meaning. Common performance task.

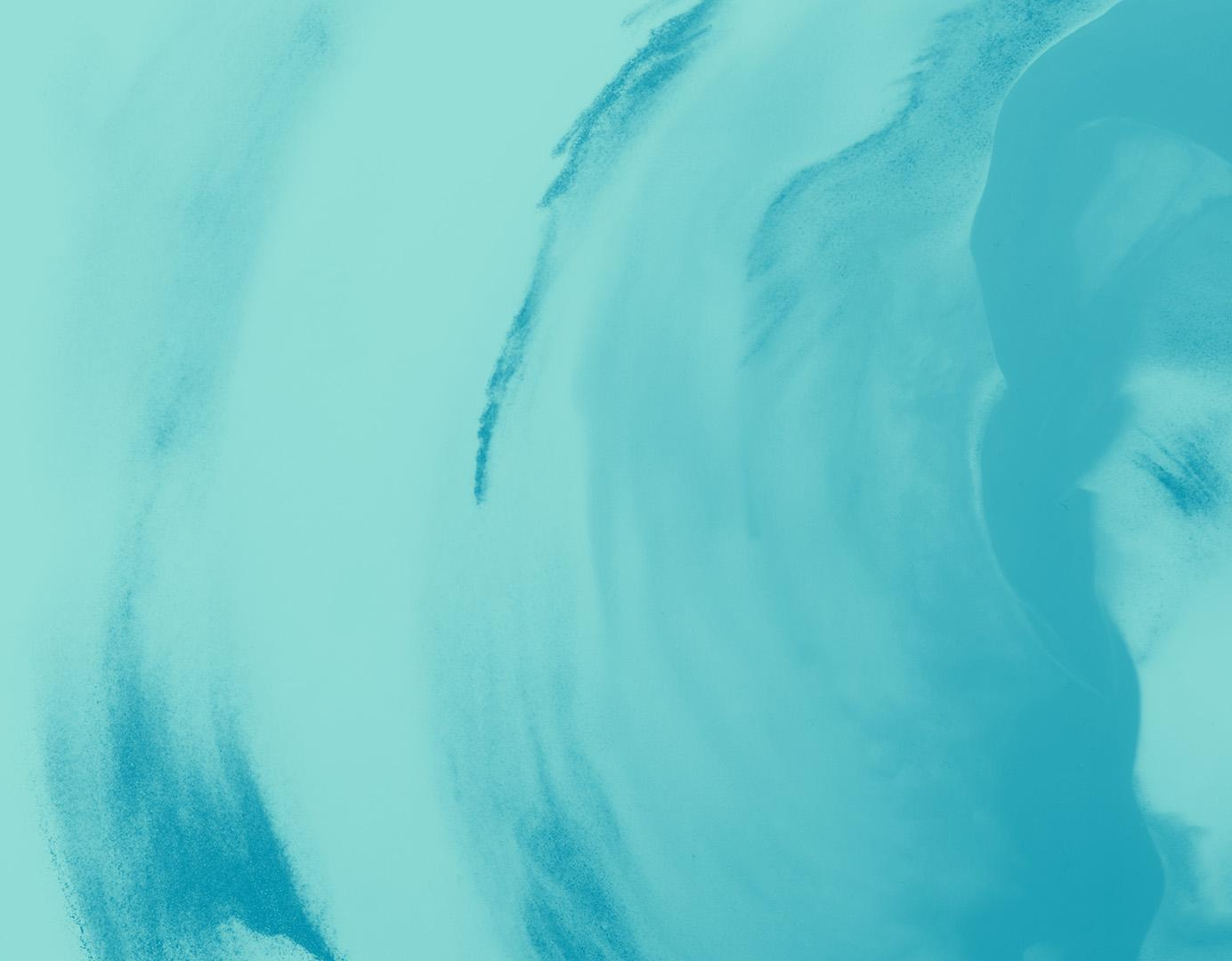
GUIDED INQUIRY

Teacher provides a single essential question (or limited choice) while the student selects the resources to research and chooses how to demonstrate their understanding.

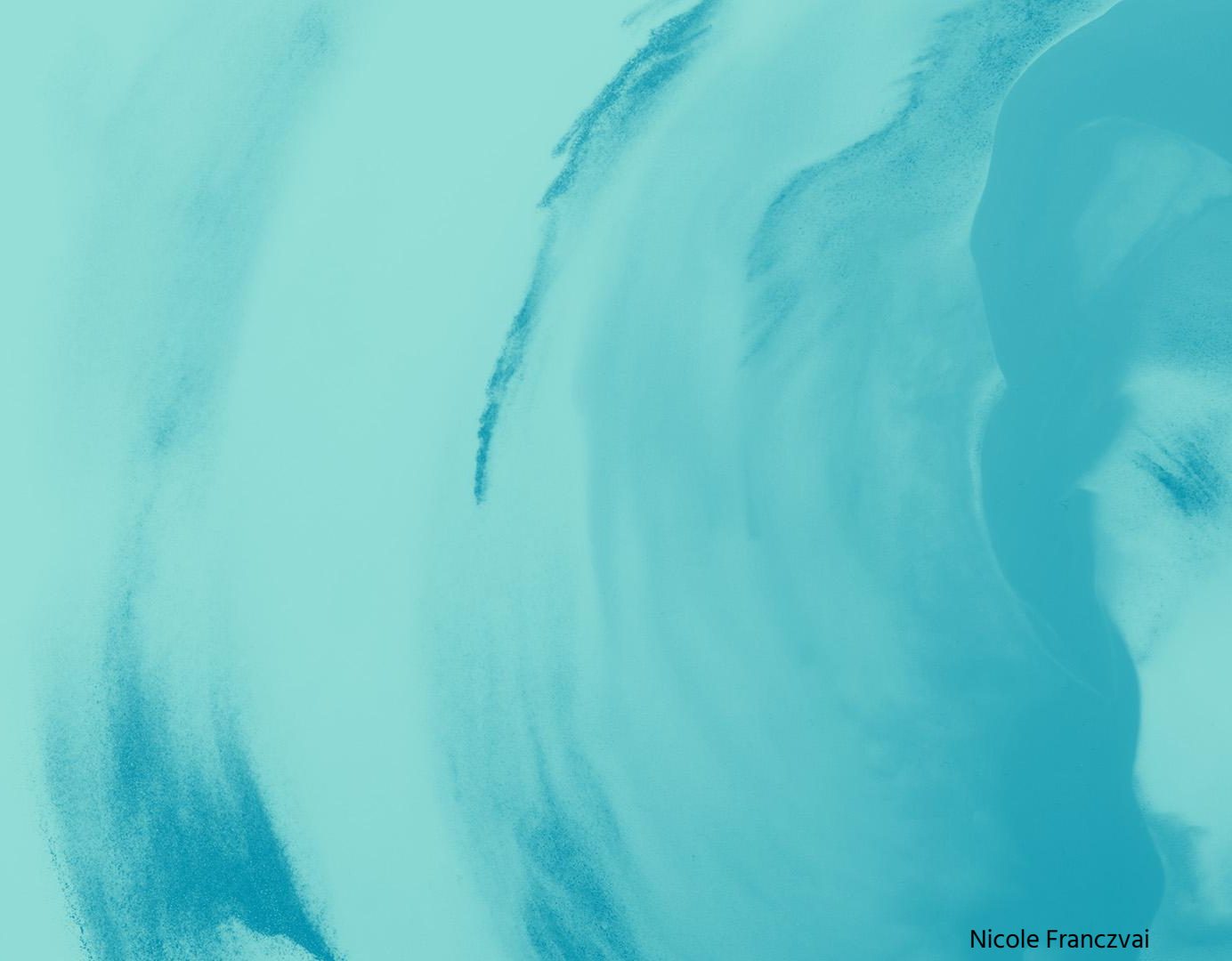
OPEN INQUIRY

With support & facilitation of the teacher, the student constructs their own essential question, researches a wide array of resources, and customizes their learning evidence.

Engage

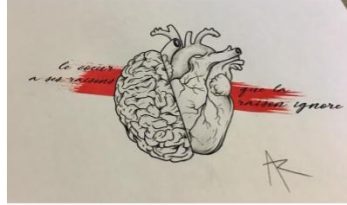


Engage



COMPLETE THE BRAINSTORMING PACKET & DEVELOP YOUR IDEA

Use the symbol of an anatomical heart without it being cliché. This is a delicate line to walk. This is your story and your explanation about love. Really consider the levels of visual storytelling you can accomplish.



MORE BRAINSTORMING QUESTIONS:

WHAT ARE DIFFERENT FORMS OF LOVE YOU'VE EXPERIENCED IN YOUR LIFE?

WHAT ARE THE WAYS YOU EXPRESS THE WAY YOU LOVE?

WHEN DO YOU FEEL MOST LOVED?

WHEN DO YOU KNOW IF YOU HAVE FALLEN OUT OF LOVE?

WHEN DO YOU KNOW YOU ARE IN LOVE?

HOW DOES LOVE AFFECT YOUR LIFE?

WHY DOES LOVE MEAN DIFFERENT THINGS TO DIFFERENT PEOPLE?

WHY DOES LOVE HURT?

HOW WOULD YOU DESCRIBE HOW YOU EXPRESS LOVE?

WHERE DO YOU FIND LOVE?

I FEEL THAT I CAN COUNT ON...

I WOULD FEEL LONELY WITHOUT...

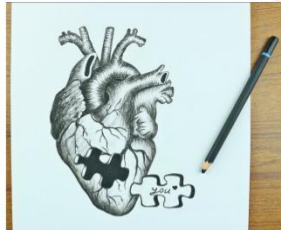
WHAT ARE YOU EMOTIONALLY CONNECTED TO?

WHAT'S YOUR NUMBER ONE PRIORITY?

WHAT ASPECTS OF YOU DO YOU KEEP HIDDEN FROM CLOSE FRIENDS BUT SHARE WITH LOVED ONES?

BRAINSTORMING

- List 15 words that you associate with the idea of love.
- Pick 5 words from the list and draw symbols that you associate with the words.



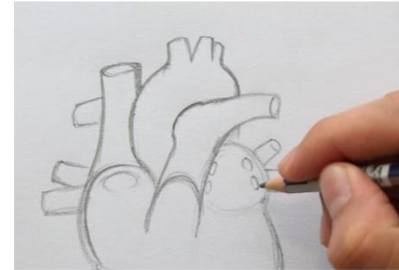
CREATE FOUR SKETCHES OF POTENTIAL CONCEPTS

What "story" of love do you intend on telling with this sculpture?

What symbolic elements will you incorporate into your sculpture?

Search "Love Quotes" and find one that defines your idea of love that can connect to your sculpture.

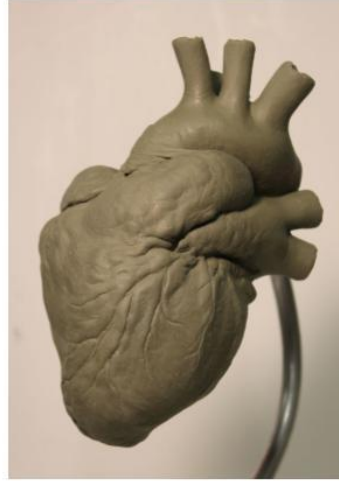
What will you need to learn, try out, or practice to be successful at creating this sculpture?





Clay Modeling Workshop:

MODELING WITH CLAY



Modeled sculptures are created when a soft or malleable material (such as clay) is built up (sometimes over an armature) and shaped to create a form. Modeling is an additive process.

Clay Modeling Workshop:

CLAY VOCABULARY

Wedging - kneading the clay with the hands to remove air bubbles and evenly distribute moisture

Pinch - clay formed by squeezing between thumb and fingers.

Coil - a long rope-like piece of clay made by rolling

Slab - a flat piece of clay

Score - scratching the clay surface

Slip - wet clay used as a glue

Fire - heating clay to harden it into ceramic

Kiln - a special oven used to fire clay.

Glaze - A coating of glass that is fused to the surface of a ceramic piece.



Clay Modeling Workshop:



Begin with two balls of clay the same size.



Form the clay into two equally sized and shaped pinch pots.



Using one sheet of small newspaper, ball it up to support the inside as an armature.



Score the lip of both pinch pots using a needle tool.



Add slip to the scored edges on both sides.



Press the two pots together & blend the clay until the seam is no longer visible.

You may need to add a coil around the seam to reinforce it

Clay Modeling Workshop:

CLAY TOOLS

- Fetting Knife
- Rib
- Wire Tool
- Needle/Pin Tool
- Loop Tool
- Wood Modeling Tool
- Sponge
- Ribbon Tool
- Paddle

ESSENTIAL CLAY TOOLS



Clay Modeling Workshop:

GETTING STARTED ON CONSTRUCTION



Roll and shape the form into your desired shape.

Tap the form using wood paddles to change its shape.



Roll and attach coils by scoring, slipping, and blending to add arteries and veins.



Impress and incise into the clay to add additional textures.

(Be sure to leave an air hole that goes all the way through to the newspaper core)

GREENWARE HEART

1. What skills did you learn or practice through this workshop?

I Actually ended up using a lot of carving to get the veins as small as i wanted them.

2. What worked well for you while constructing this piece?

I think that making and attaching the valves went well.

3. What didn't go so well that you will avoid in the future or how did you fix it?

I think overall my pinch pots and workpiece are too thick.

4. How might you use the skills from this workshop in the future?

I think the confidence i gained in blending and smoothing will carry over really well into my other clay works.

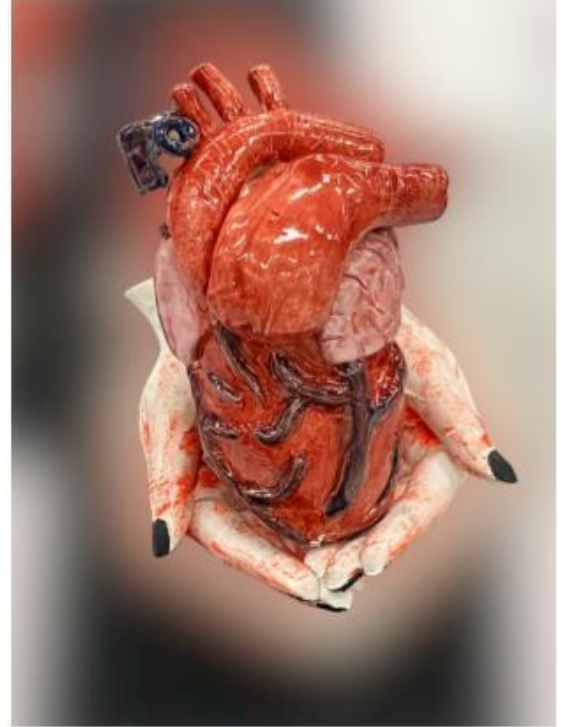
5. Set a goal for yourself the next time you use this technique...

For the next pinch pot i would like to make it evenly thick before I add to it.



EVALUATE YOUR WORK:	Yes +	Mostly ✓	No -
Sketchbook - Brainstorming & Planning Did you brainstorm at least 3-4 ideas? Did you sketch what your mold will look like?	+		
Construction - Size Did you properly join two pinch pots with newspaper in the middle, carefully blending the seam so it can not be seen?	+		
Construction - Air Hole Did you leave a hole for the air to escape, keeping your piece from blowing up?	+		
Construction - Modeling Features Did you <i>model</i> and shape the clay to create an anatomical heart shaped form? <i>*model means to push and shape the clay with your fingers and/or basic tools</i>	+		
Craftsmanship - Blending As your sculpture dried, did the seams stay together because you blended the clay thoroughly?	+		
Craftsmanship - Modeling Did you smooth the clay as you modeled the features to remove cracking and splits in the clay? As your sculpture dried, did any clay that was added stay attached because you scored, slipped, pushed and blended the clay thoroughly?		✓	
Composition - Anatomical Heart Did you construct your heart in such a way that it is recognizable?	+		
Effort - Engage & Persist Have you worked diligently each day while having a consistent focus on your ceramic work with a positive mindset if you encountered challenges? Did you solve any problems when needed? Did you work and stay focused without being prompted?	+		
Bonus: Did you add extra details to create visual interest and enhance your design?	+		-

Expand



LOVE EXPLAINED

Love Hurts by M. Keysor

It is a representation of how love hurts, even when you are kind-hearted. The heart represents an apple, which is something that is known to give nutrients and sustenance to someone. Love is similar to the apple as it is healing and provides support in times of need. As the heart has a bite out of it, it indicates that rather than holding and giving back to the heart that cares for you, you got greedy and took a bite out of it that it could never get back. It shows how permanent being misused can be, especially when you give your heart to the wrong person.



You will be able to...

- Individually or collaboratively formulate new creative problems based on the student's existing artwork.
- Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design.
- Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments.
- Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences.
- Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Big Idea: Human/Nature - *Ceramics II unit*

Engage:

*Look at Artwork; Ask
Essential Questions*

Explore:

*Play, Experiment,
Brainstorm*

Explain:

*Workshops
Direct Instruction*

Expand:

Independent Artwork

Extend:

*Artist Statement
Portfolio/Present*

Additional ways to use inquiry...Ceramics

Controlled Inquiry
What is Human Nature?

Artistic Questions:
What does it mean to be human?
How do humans and nature interact?
What impact does humanity have on nature?
What impact do we have as humans on each other?

Outcome:
Create a ceramic piece (or series of pieces) that is a personal interpretation of an aspect of humanity and the natural world we live in.

