

Unit Title: Ceramic Bobblehead

Grade: 8

Length of Unit: 15 days

Desired Results

State Content Standard(s):

- VA:Cr2.1.8a *Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.*
- VA:Cr1.1.8a *Document early stages of the creative process visually and/or verbally in traditional or new media.*
- VA:Cr3.1.8a *Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.*

Central Focus:

Students will understand:

- *The visual and expressive potential that clay offers.*
- *The technical and conceptual foundations of hand-building through inquiry and problem solving.*
- *How form can enhance surface decoration and vice versa.*

Essential Question(s):

- *What is the function/purpose of a bobblehead? Why were they created?*
- *Can bobbleheads, or any other seemingly superfluous object, be considered art?*
- *What is the visual and expressive potential that clay offers?*
- *How can form enhance surface decoration or vice versa?*

Student objectives (outcomes):

Students will be able to:

- *Design and translate a 2D sketch of their bobblehead into a 3D form.*
- *Create an original, functional, ceramic form that includes a base/body and head that bobbles.*
- *Demonstrate the slab, pinch, and coil hand-building techniques and at least one surface decoration technique.*
- *Critique functionality and design of completed bobblehead.*

Assessment Evidence

Formative Assessments:

- *Snowball fight during opening part of unit.*
- *Sketchbook that includes three views of bobblehead design, colors, and proportions/measurements.*
- *Demonstration of student's ability to execute hand-building techniques during Clay Day Play Day.*
- *Process – 2D composition transferred into 3D, ceramic vessel. Skill and overall care to the materials, tools, and final product.*

Summative Assessments:

- *Self- Assessment – Students will identify and justify, through a rubric, what objectives they successfully completed.*
- *Self- Reflection – Students will respond to an essay prompt to reflect on the construction of their bobblehead.*
- *Final Product – Final product will be assessed using rubric.*

Learning Plan

Opening:

Introduce students to the history of the bobblehead. Ask students essential questions. Have students take notes in sketchbook.

Generating Ideas and Making Preliminary Plans:

Look at examples of historical and contemporary bobbleheads.

Ask students to select a person, animal, or character to create a bobblehead of. Find reference images of front, profile, and back view.

Have students sketch out their design in sketchbook. Sketch should include base/body with a neck of equal length, a head of equal length, colors, proportions/measurements, and three different views (one detailed front view, two thumbnail sketches of side and back view).

Exploring Materials, Tools, and Techniques:

Introduce students to the properties of clay and the journey from clay to ceramics. Have students take notes in sketchbook. Demonstrate coil, slab, and pinch techniques. Demonstrate connecting with slip and score.

Allow students one clay day play day to practice hand building and connection techniques.

Creating the Final Product:

After clay day play day, demonstrate how to create the base for further sculpting of the body. Base should be created from a

slab wrapped around a tube of newspaper. Base should be no less than 5" tall and 3" in diameter. Base of body should be wider than the neck, almost a cone shape, for stability. Students may continue and sculpt onto base adding arms (warn against skinny, protruding arms) feet, clothes, fur, etc.

Allow base to slowly reach leather hard. Demonstrate adding neck by creating a cone. Cone should be the same length as body.

Demonstrate creating a pinch pot head. Stuff head with newspaper and continue sculpting facial details, hair, accessories, etc. Demonstrate creating eyes by indenting, adding ball of clay, adding coils to create eyelids. Demonstrate sculpting lips and nose as well.

Let body and head slowly dry to leather hard. Demonstrate burnishing to create smooth, final products.

Fire head and body separately.

After greenware has been fired, demonstrate glazeware techniques. Will wash with black underglaze, paint overtop with underglaze leaving black in cracks and crevices, then add layer of clear glaze.

After glazeware has been fired, assemble bobbleheads by supergluing compression spring to neck and the underside of the head. Adjust height with pliers.

Reflecting:

On completion of their project, students will take 3 professional, high quality photographs of their work to add to their portfolio and submit to Canvas. Along with the photographs, students will complete a self-assessment/reflection using the provided rubric. Students will score themselves in each of the categories and have to justify their scores in a written reflection.

Resources and Materials:

- Student Digital Devices
- Sketchbook, Pencil
- History of Bobblehead Presentation
- Clay Presentation
- Supplemental Worksheets & Vocabulary for the Unit
- Clay
- Modeling Tools
- Rolling Pins
- Slab Guides
- Canvas Boards
- Ware Boards
- Underglazes
- Clear Glaze
- Compression Spring
- Superglue

Required Accommodations/Modifications:

- *Briefly summarize any required accommodations or modifications for students receiving special education services and/or student who are gifted and talented as they will affect your instruction in this lesson.*

Additional Modifications for Individual Students:

- Students who struggle with reading or vocabulary will be given a modified vocabulary sheet that only asks them to recognize a few key words and concepts.
- More one to one interactions with ENL students who have trouble understanding verbal instructions.
- For those with sensory issues, students could work with play doh or sculpty clay to avoid clay sticking to hands.

Extending the Lesson

- A class critique would be beneficial for students to learn what their peers outside of their table group created. Have students place pieces at their seats and do a walk about (students walk around the room to look at each other's' pieces up close). After the walk about, assign bobbleheads to random students, have everyone complete a structured critique of their assigned bobblehead.