

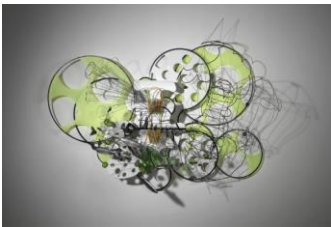
TEXTURE IT UP

Creating clay tiles that have a variety of clay attachments

ART

GRADES: 9-12

BASED ON



Judy Pfaff (b. 1946), American

¾ Time, 1990

Painted wood, steel, plexiglas, found objects

Museum Purchase: Lawrence Archer Wachs Fund, Contemporary Collectors Circle and Alice and Harris Weston Gift Fund

Under Copyright

Art © Judy Pfaff /Licensed by VAGA, New York, NY

2006.3



Ursula von Rydingsvard (b. 1942), American

Lace Mountains, 1989

Cedar, graphite

Museum Purchase: Weston Fund for Contemporary Art

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OBJECTIVES

- Students will design a ceramic tile that is:
 - A 5" square, approximately 1/4" thick
 - Clay attachments cover the entire surface
 - Attachments create an actual texture and sense of dimension
 - Detailed in the variety, placement composition, and visual appearance of the attachments
 - Clear glazed to enhance the attachment details (and avoid a 'missed area')
- Students complete an evaluation, including the challenges and the knowledge that they discovered about clay.

CONCEPT

This unit introduces the students to clay. This is a good 'beginning project'. Tiles are rolled, attachment pieces are cut/modeled/created and attached. Tile is glazed to enhance the details. The students self-evaluate and reflect on the idea, construction and glazing processes.

MATERIALS

Images of *3/4 Time*, *Lace Mountains* and other contemporary, dimensional pieces

Low-fire white clay (approximately 3/4 lb per student)

5"x5" templates

Clay boards with canvas covering (1 per student)

Teacher and student made tiles, carved and glazed samples

Pencils

Needle tools

Rolling pins

Images of abstract dimensional works

Brushes, clear glaze

Water/containers, paper towels, water-filled spray bottles

Plastic bags (for storing in-process tiles)

A variety of textured materials

Evaluation

VOCABULARY

Tiles

Slip/score

Coil/model/slab

Abstract

Layering

Attachments

Textures

Contemporary

Dimension

Scale/size

Construction

Glazing

Overlap

PROCEDURE

1. Students are introduced to the concept of creating surface dimension. Various artwork, including *3/4 Time* and *Lace Mountains* are reviewed and discussed. The concept of layering shapes to create dimension is examined.
2. Students roll a '5"x5" 1/4" square' cutting it out with a needle tool and cleaning up the edges with a damp sponge. Name is included on the bottom of the tile.
3. Students explore shapes/forms/the concept of texture, deciding which shape(s) may work for their project. During this experimentation stage, students roll, cut, slab, model, texture and explore the clay.

CLASS EXPERIENCE

4. Samples are again reviewed. Emphasis is placed on the abstract, textural quality that is created as the pieces are added, and overlapped. The concept of changing the size/scale of each attachment is reviewed.
5. Students construct a multiple attachment tile. (as listed under objectives). The goal is to totally cover the surface of the tile!
6. The tiles have been bisque fired. Students clear glaze the textural tile, making certain to get glaze in all the cracks and crevices.
7. Students display their abstract textural tiles. They complete an evaluation, recalling challenges and what they learned about clay and the construction and glazing processes.

ASSESSMENT

Final project:

1. Goals of assignment: A 5" square, ¼" thick, Clay attachments cover the entire surface, Attachments create an actual texture and sense of dimension, detailed in the variety, placement, composition, and visual appearance of the attachments, Clear glazed to enhance the attachment details (and avoid a 'missed background area')
2. Craftsmanship & Effort: Attention to detail in all the attachments. Thoughtful application and placement of each attachment. Skill is demonstrated in the glazing, enhancing the textural details. Time and effort is apparent in the final project.
3. Creativity/Visual Impact/Originality: The student demonstrated creative thinking throughout the design and production process. The tile is unique in its textural attachments. Careful consideration was given to the glazing. High visual appeal.

NATIONAL STANDARDS

VISUAL ART

Standard 1- Understands and applies media, techniques and processes related to the visual arts.

Standard 4- Understands the visual arts in relation to history and cultures.

Standard 5- Understands the characteristics and merits of one's own artwork and the artwork of others.

RESOURCES

www.cincinnatiartmuseum.org