Lesson 1, Handout 3

Name:_____________________________

Go to: [http://monksart.blogspot.com](http://monksart.blogspot.com) ➔ Video Links ➔ Digging and Mixing Raw Clay

**Video Review Questions**

What is the temperature range of stoneware clay? Earthenware clay?

What is the biggest health hazard in the ceramics studio?

Why does clay have to be wedged?

Where is a good place to start looking for clay?

How can you tell if you found clay in the ground?
Explain the process of cleaning out the raw clay?

What type of clay is most commonly dug from the ground?

Explain the process of testing the raw clay to see if it is “pottery ready.”

How do you test the plasticity in the clay?
Lesson 2, Handout 1b

Guided Observation Worksheet

Adapted from materials from the Yale Art Gallery and the Yale Center for British Art

Find an object or work of art, and spend 2 – 5 minutes closely observing it. If you are in a museum, do not read the exhibit label that gives information about the object or work of art.

After your observation time, answer the following questions in the following order. For questions 1 and 2, lists are fine (complete sentences not necessary).

1. What do you see?

2. What do you notice?

3. How was it made and what does it appear to be made from?

SEE BACK
4. If you are looking at an artifact, why might it have been made? What might it have been used for? If you are looking at a work of art, why do you think the artist produced this work? What is going on in the piece?

5. Now read the exhibit label (if there is one) and record:

Name/Title of object or work of art: ________________________________

If an artifact, where in the world it is from: ________________________________

If a work of art, artist’s name and year of completion:
___________________________________________________________

Any other descriptive information from the exhibit label:
Lesson 2, Handout 2

Project Proposal: Maya-Inspired Vessel

In the space above, sketch your ideas for your Maya-Inspired Vessel.
(If you have printouts, attach them to the back of this paper.)

Based on the videos and the class discussions, which hand-technique do you think will work best for your design? Why?

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

What will be the function of this vessel? How will it be used or how is it meant to be used?

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
Lesson 2, Handout 3

Maya-Inspired Vessel – Review, Reflection and Rubric

Review:

What are the styles, designs and techniques seen and used in Maya pottery? (You may use words or draw quick sketches)

What is the role of the artist/pottery in societies past and present?

How was pottery created by the Maya and by other cultures in the Americas? (Give a brief description of the process.)
Reflection:

Explain why you chose your design for the Maya-Inspired Vessel. What was the desired function of this piece?

Did your design or your approach to the design change during the construction of your piece? If so, how and why?

What was the most challenging part of creating this piece?

What would you have done differently if you were to create this again?
Rubric Evaluation:

Maximum: 12

Students should be able to:

- Reflect critically on their own artistic development and processes at different stages of their work
- Evaluate their work
- Use feedback to improve their artistic development and processes.

The student...

0  -Lacks ability or desire to reflect and evaluate his or her own work.
1-3  -Records his or her artistic development and processes with little reflection.
      -Carries out a limited evaluation of his or her work, with guidance.
4-6  -Reflects on his or her artistic development and processes.
      -Carries out a satisfactory evaluation of his or her work. Some aspects of the evaluation may be unrealistic or incomplete.
      -Attempts to use feedback in his or her artistic development and processes, with guidance.
7-9  -Reflects critically on his/ her artistic development and processes at different stages of his or her work.
      -Carries out a good evaluation of his or her work. The evaluation includes an appraisal of the quality of work produced and an identification of some areas of improvement.
      -Uses feedback in his or her artistic development with little guidance, which informs his or her own artistic development and processes.
10-12  -reflects critically and in depth on his or her artistic development and processes at different stages of his or her work.
      -carries out an excellent evaluation of his or her work. This shows a considered appraisal of the quality of work produced and details of improvements that could be made.
      -Intentionally uses feedback in his or her artistic development, which shows an appropriate consideration of his or her artistic processes.
Find an object or work of art, and spend 2 – 5 minutes closely observing it. If you are in a museum, do not read the exhibit label that gives information about the object or work of art.

After your observation time, answer the following questions in the following order. For questions 1 and 2, lists are fine (complete sentences not necessary).

1. What do you see?

2. What do you notice?

3. How was it made and what does it appear to be made from?
4. If you are looking at an artifact, why might it have been made? What might it have been used for? If you are looking at a work of art, why do you think the artist produced this work? What is going on in the piece?

5. Now read the exhibit label (if there is one) and record:

Name/Title of object or work of art: _______________________________________________

If an artifact, where in the world it is from: _________________________________________

If a work of art, artist’s name and year of completion:
_____________________________________________________________________________

Any other descriptive information from the exhibit label:
Lesson 3, Handout 2

Project Proposal: Maya-Inspired Ocarina

In the space above, sketch your ideas for your Maya-Inspired Ocarina.
(If you have printouts, attach them to the back of this paper.)

How are you planning to incorporate a creative/functional design as seen in many Maya ocarinas? What hand-building techniques will you be using?

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

What will be the function of this clay piece? How will it be used or how is it meant to be used?

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
Lesson 3, Handout 4

Maya-Inspired Ocarina – Review, Reflection and Rubric

Review:

What are the styles, designs and techniques seen and used in Maya musical instruments? *(You may use words or draw quick sketches)*

What is the role of the musician/music in societies past and present?
Reflection:

Explain why you chose your design for the Maya-Inspired Ocarina. How did you incorporate form and function in a creative way?

Did your design or your approach to the design change during the construction of your piece? If so, how and why?

What was the most challenging part of creating this piece?

What would you have done differently if you were to create this again?
Rubric Evaluation:

Maximum: 12

Students should be able to:

- Reflect critically on their own artistic development and processes at different stages of their work
- Evaluate their work
- Use feedback to improve their artistic development and processes.

The student...

0 - Lacks ability or desire to reflect and evaluate his or her own work.

1-3 - Records his or her artistic development and processes with little reflection.
- Carries out a limited evaluation of his or her work, with guidance.

4-6 - Reflects on his or her artistic development and processes.
- Carries out a satisfactory evaluation of his or her work. Some aspects of the evaluation may be unrealistic or incomplete.
- Attempts to use feedback in his or her artistic development and processes, with guidance.

7-9 - Reflects critically on his/ her artistic development and processes at different stages of his or her work.
- Carries out a good evaluation of his or her work. The evaluation includes an appraisal of the quality of work produced and an identification of some areas of improvement.
- Uses feedback in his or her artistic development with little guidance, which informs his or her own artistic development and processes.

10-12 - Reflects critically and in depth on his or her artistic development and processes at different stages of his or her work.
- Carries out an excellent evaluation of his or her work. This shows a considered appraisal of the quality of work produced and details of improvements that could be made.
- Intentionally uses feedback in his or her artistic development, which shows an appropriate consideration of his or her artistic processes.