

## **LESSON PLAN NAME: SCALE MODEL**

### **Grade Level: 9-12**

List 2 or 3 related outcomes from the PA Arts and Humanities Standards:

<https://www.pmea.net/wp-content/uploads/2012/10/PA-Standards.pdf> And/or national core curriculum: <https://www.nationalartsstandards.org>

Performing/Presenting/Producing- Anchor Standard 5: Develop and refine artistic work for presentation.

Connecting- Anchor Standard 10: Synthesize and relate knowledge and personal experience to make art.

**BIG PICTURE RATIONALE:** Students can make the choice of what scale model they want to create. They are allowed to choose essentially anything, as long as it's a scale model. Students can recreate their own bedrooms, make a sports field, make a bathroom, the possibilities are endless. The idea of the scale model is to get a glimpse of their mind. Figuring out why they made the scale model they did. Students rarely get the chance to truly express themselves in their classrooms, this is a way to really pick their brains.

**MENTOR ARTIST/S OR VISUAL CULTURE:** Marc Giai-Minnet is one of the artists I showed my students. He makes surrealist scale models that are interesting and cluttered. Any time you look at them there's something new that you didn't notice before. The other artist I chose is an Australian artist named Joshua Smith. He focuses heavily on realistic depictions of spaces that are often overlooked and unused, which is very similar to my personal work.

### **ESSENTIAL QUESTIONS:**

- How do we apply our slab construction skills to the scale model?
- How do we ensure our pieces will survive the kiln when sculpting our furniture?
- How can we take decorating further past just glazing?
- How do we make sure our furniture is to scale?

### **GOALS:**

- Students apply their slab construction skills to create their scale models.
- Students create furniture that is to scale.
- Students take decorating further than just painting/glazing solid colors.
- Students will make furniture/slabs thin enough to survive the kiln.

**OBJECTIVES:**

- Apply slab construction to make their walls for the model.
- Apply pinching, cutting, and sculpting techniques to create furniture.
- Put personal touches into their decorative choices.
- Take creative liberties as wanted.

**LOGISTICS:** Clay, wood tools, needle tools, sponges, slip, knives, glaze, paint

**SPARK/INTRODUCTION (Time: \_\_20 min\_\_)** – Ask students if they know what a scale model is. Ask them if they've ever made a scale model before or something similar. Get some ideas of scale models they'd like to make. Throw some ideas out of things they can do such as a bathroom, their bedroom, a football field, etc. Explain that it's very open ended and to follow the handout. If there are any questions answer them, encourage questions during the process as well. Show them Marc Gai Minet and Joshua Smith.

**ACTIVITY (Time \_\_Several classes\_\_):** Students already have knowledge of slab construction. They will be spending their time making a slab-built scale model with at least 3 pieces (floor and 2 walls) as well as make furniture to go in their scale model. The students will be encouraged to ask questions about things they can add, what furniture they can make, how they can make it, anything else that comes to mind.

**CLEAN-UP PROCEDURES (Time \_\_5-10 min \_\_):** Students are in charge of cleaning their own messes. This includes putting away all tools used, bagging work they aren't done with, putting ready work in the kiln room, putting unused clay in the correct bin, and putting away their tablecloth.

**CONCLUSION/WRAP-UP (Time \_\_5-10 min \_\_)** – I usually do my last little walk around right before and during cleanup just to get an idea of where everybody is. This gives students a chance to show me what they've done, as well as ask any questions or get advice on anything.

**ADAPTATIONS/MODIFICATIONS:** I will include any translations needed for non English speaking students. For example, I have a French student, so I translated the project list and handout to French for him. He also inspired me to choose Marc Gaii Minet. Students that have fine-motor skills issues, or any other IEP/504 needs are allowed to make a slightly smaller scale model and can do 1 to 2 pieces of furniture, rather than the required 3.

**EXTENSION:** Students that are done can come see me to see what they can take further, if there is anything. Students will be expected to choose another project from the project list to begin after completion.

**ASSESSMENT STRATEGIES/RUBRICS:** Students will be graded based off of if they met the requirements: minimum wall height, minimum 3 pieces of furniture, did they take decorating further than just painting/glazing solid colors? Is the furniture to scale? For example: is the sink the same height as the walls? Or is it at an appropriate height for the room?

**RESOURCES & IMAGES:**

[https://docs.google.com/document/d/1p4VE7N\\_n7MOukAFUIWx8tUkwQKVt9RHqzLc6ovij2Q/edit?usp=sharing](https://docs.google.com/document/d/1p4VE7N_n7MOukAFUIWx8tUkwQKVt9RHqzLc6ovij2Q/edit?usp=sharing)

<https://docs.google.com/document/d/1ifguZtKQJRcW0gkpBN5hNDwpCvRlnIE79rwyOHk7wek/edit?usp=sharing>

<http://www.marc-giai-miniet.com/>

<https://www.iknowjoshuasmith.com/work/>