



Kindness & Community Building - Narrative, Storytelling & Indigenous

Ceramics

Grades 7-12, Cumulative Lesson Part 1 of 5

Project	Design a Narrative Vessel Inspired by the Present & Past: Studying Indigenous North American Pottery	
Teaching Artist	Chloe Rizzo	
Descriptive Overview	This series of activities is specifically designed for students working remotely without access to clay. It addresses human connection and emotion and culminates in a drawing of a narrative vessel. Students will explore the intersection of their own narrative and that of the wider community by considering and making comparisons between indigenous ceramics and crafts, and identifying recognizable traits of those made by specific regions. They will then explore their own community and environment to find inspiration to design and illustrate their own vessels.	
Arts Learning Community	Grades 7-12	
Time Required for Lessons	1 45-minute class, depending on the depth of research	<p>Step 1:</p> <p>Have students research Indigenous/First Nation Ceramics/Pottery and identify the techniques made to create pottery, what forms were made, and common visual elements using some of the sketchbook research prompts below.</p> <p>Clickable map with examples of First Nation pottery from the Canadian Museum of History, Gather Around This Pot Exhibition: https://www.historymuseum.ca/cmc/exhibitions/archo/ceramiq/virtuelle.html</p> <p>Descriptions of the pottery making process: https://www.historymuseum.ca/cmc/exhibitions/archo/ceramiq/cerart1e.html</p> <p>MN Indigenous Pottery Making by Anne Meyer http://www.nativeskywatchers.com/wp-content/uploads/2016/01/nativepots.pdf</p>
Learning Goals for Arts Learners	<ul style="list-style-type: none"> • In this assignment students will research and learn to identify ceramic artworks and techniques specific to North America & Minnesota. • Students will assess the relationship between Ceramics, History, Archaeology, and Anthropology. • Students will be required to write about and discuss the technical process and the historical significance of the selected artwork within this specific region. 	
Resources & Equipment Required	Internet Capable Device, Sketchbook or Plain Paper, Notebook, Pen or Pencil	



Lesson Tasks & Activities Towards Outcomes	<ol style="list-style-type: none"> 1. Create a contour line drawing of a piece(s) 2. Record the Original Dimensions, Date, Period 3. Civilization of Origin (Culture & Branch), Artist (if applicable) 4. Materials, Technique, and Type of Ware 5. What was the role of this piece of artwork within this society? 6. What was the role of the artist? If you cannot find an answer to this, please hypothesize, using examples from your research.
Evaluation Methods for Assessment of Learning Goals	<p>Technical: Has the student completed the research and drawing(s)? Instructors may want to have students upload their findings & drawings to a shared site/folder.</p> <p>Aesthetic: Does the drawing indicate an understanding of the fundamental parts of traditional forms created by Northern Potters in this time period.</p> <p>Concept:</p> <p>Critique:</p>
Lesson Alignment to State/National	<p>Evaluate artistic work by applying criteria.</p> <p>5.7.4.8.1 8. Analyze ways cultures influence representation of ideas, emotions, and actions. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.</p> <p>5.7.5.10.1 Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p> <p>5.8.5.10.1 Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.</p>