



Kindness & Community Building - Narrative, Storytelling & Indigenous

Ceramics

Grades 7-12, Cumulative Lesson Part 3 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	45 minutes	Step 3: Making Connections Think about someone much older than you and what you might like to talk about if you could have a conversation. Or conversely <u>have</u> a conversation with someone older than yourself. Alternatively, this could be done by mail/email, pen pal style. Here are some conversation prompts & instructions. The questions below can help make intergenerational connections in senior communities.
Learning Goals for Arts Learners		
Resources & Equipment Required	List of questions Writing Utensil and Paper Pictures or example artwork (student creations or works student likes)	
Lesson Tasks & Activities Towards Outcomes	Your main objective is to listen and inspire some storytelling. Take notes if you feel comfortable doing so, but creating a comfortable space and a personal memory is the priority. <p>Tips:</p> Begin conversation by introducing yourself (if this is someone you don't already know). Sit at the same level, at a distance that seems comfortable, moving slowly to avoid startling/surprising the person with whom you are conversing. Try to make eye contact before speaking. Speak slowly, clearly, and at a volume appropriate for the person's hearing ability. Avoid using a loud voice. Try using a lower pitch if the person seems to have hearing loss.	

Give the person time to organize a thought and respond. Choose open-ended questions that allow a range of appropriate responses—ones that don't have to be answered "yes" or "no" or with a specific fact.

Sample Interview Questions:

Did you have any brothers or sisters?

What was your favorite toy growing up?

What was your favorite food?

What games did you play as a child?

Did you have any pets and what were their names?

What was your favorite outdoor activity?

What is your fondest memory of the home you grew up in?

What was your most memorable celebration?

What was your favorite subject in school?

How did you get to school? Walk, ride, school bus?

What activities or sports did you participate in school?

What was your favorite music group?

Who was your best friend in grade school? In high school?

What chores did you do as a child?

What fads do you remember growing up?

What did you want to be when you grew up?

Is there anything you have always wanted to do but haven't?

If the person you are interviewing seems to have any memory loss, or discomfort answering the questions above, switch the interview over to a conversation about artwork we have with us. Show them some pictures of your artwork or things you like.

Point to an image and ask, What do you like about this picture?

Show two pictures and ask which one they like better.

Point to a simple color or shape in the picture. Identify it and ask if they like it. For example, do you like the blue or the red triangle better?



Evaluation Methods for Assessment of Learning Goals	Technical: Aesthetic: Concept: Critique:
Lesson Alignment to State/National Education Standards or Community Learning Goals	5.7.5.9.1 5.8.5.9.1 5.9.5.9.1 Connect 9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.