

# Personal Gargoyles



**Unit:** Ceramics

**Length:** 2.5 weeks

**Grade:** 7

## OBJECTIVES:

- Students will be able to convey personal concepts using symbol or visual metaphor
- Students will be able to manipulate clay using the pinch technique
- Students will be able to manipulate clay using a variety of clay tools
- Students will be able to accurately identify and describe stages of clay, clay tools, and other ceramics vocabulary
- Students will be able to describe, analyze and interpret their work through a written artist statement
- Students will be able to describe, analyze and interpret the work of their classmates through critique

## MATERIALS:

Low fire clay  
Clay tools  
Acrylic paint  
Glaze  
Underglaze  
Paint brushes  
Epoxy (for repairs)

## ASSESSMENT:

Formative assessment will take place in the form of small group critiques, review of preparatory work, and bellwork questions. Student work will be summatively assessed through a 4-point rubric that addresses the objectives listed above, through student self-reflection in their written artist statements, and a short quiz on ceramics vocabulary.

### MN VISUAL ART STANDARDS ADDRESSED:

5.7.2.2.1      5.7.2.4.1  
5.7.2.2.2      5.7.4.8.2  
5.7.2.3.1

### PREPARATION:

- Gather clay tools, canvas boards and bags.
- Rehydrate and wedge old clay if needed.
- Rehydrate underglazes and glazes if needed.

### SOURCES:

YouTube tutorials:  
<https://www.youtube.com/playlist?list=PLAC3OHG9cGtYh6kzE00Ry44GOMjxh3IUk>

## PROCEDURES:

**Day 1:** Go over ceramics vocabulary (lecture or tutorial videos).

**Day 2:** Introduce project, discussing the history and function of gargoyles, using the National Cathedral in Washington, DC as an exemplar. Discuss the difference between symbols and metaphors.

## PROCEDURES:

**Day 1:** Go over ceramics vocabulary (lecture or tutorial videos).

**Day 2:** Introduce project, discussing the history and function of gargoyles, using the National Cathedral in Washington, DC as an exemplar. Discuss the difference between symbols and metaphors.

Go over project guidelines, begin brainstorming using the following questions as guides:

- *Think about what truly bothers you in life; is it an event? A person? A phobia? An action? What bothers you at school? At home? In our community? In our country? In our world? What worries keep you up at night or preoccupied during the day?*
- *How could your gargoyle scare away your troubles or otherwise protect you from them? What posture might it have to protect or intimidate? Is it fierce and protective? Is it cuddly and comforting? What physical characteristics or objects might symbolize protection from your worries or fears?*

As students begin planning their gargoyles, provide criteria and options for construction:

- *The pinch pot may be placed in any orientation that works for your design. You may use two pinch pots to create an enclosed form.*
- *Use good craftsmanship! That means you attach your pieces strongly by scoring, adding slip and smearing the seams together. Smooth the clay or add texture to make it look clean and neat.*
- *You may add a base for your gargoyle to help it stand. This is optional.*
- *You may add words to make the gargoyle's purpose explicit, but be sure to artfully incorporate the words into the design.*
- *You may either glaze the clay or paint it with acrylic after it is fired.*

**Day 3:** Demonstrate how to create a pinch pot (watch tutorials, or do step-by-step work along).

**Days 4-8:** Work time on clay construction. Informal group critiques during process.

- **Allow for at least a 1 Week Drying Period** -

**Day 9:** Glaze/underglaze demonstration (live or tutorial video) while projects are drying. Plan glaze or paint colors by labeling a drawing of their sculpture.

**Day 10:** Study clay vocabulary.

**Day 11:** Take clay quiz.

**Days 12-15:** Glaze or paint sculptures

**Day 16:** Write artist statements. Glaze fire projects.

# Personal Gargoyles

Symbolism and seeking protection

## What are gargoyles?

- Also known as “Grotesques”
- Originally created as waterspouts to divert water from the sides of churches and other buildings
- Created to frighten off evil spirits and protect those it guards

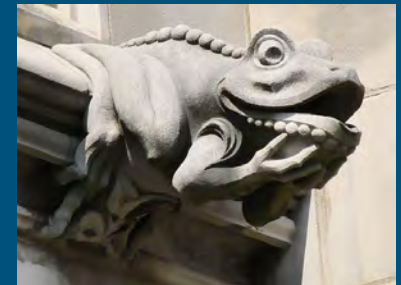


## Symbolism

- Using an object to represent an idea or quality which gives it an entirely different and often deeper meaning
- What types of objects are symbols for other things?



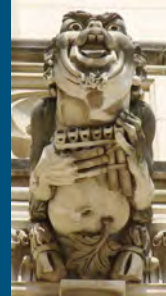
## National Cathedral, Washington DC



## National Cathedral, Washington DC



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## National Cathedral, Washington DC

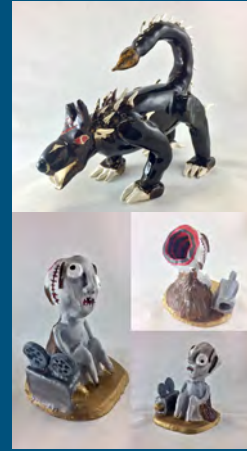
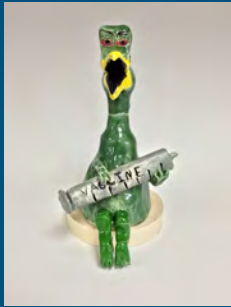


### Brainstorm:

- Think about what truly bothers you in life; is it an event? A person? A phobia? An action? What bothers you at school? At home? In our community? In our country? In our world? What worries keep you up at night or preoccupied during the day?
  - Make a list of these troubles in your sketchbook.
- Begin to design a gargoyle that could protect from any of the troubles listed in your sketchbook.
  - How could your gargoyle scare away your troubles or otherwise protect you from them? What posture might it have to protect or intimidate? Is it fierce and protective? Is it cuddly and comforting?
  - What physical characteristics or objects might symbolize protection from your worries or fears?

### Criteria:

- The pinch pot may be placed in any orientation that works for your design. You may use two pinch pots to create an enclosed form.
- Use good craftsmanship! That means you attach your pieces strongly by scoring, adding slip and smearing the seams together. Smooth the clay or add texture to make it look clean and neat.
- You may add a base for your gargoyle to help it stand. This is optional.
- You may add words to make the gargoyle's purpose explicit, but be sure to artfully incorporate the words into the design.
- You may either glaze the clay or paint it with acrylic after it is fired.



# Artist Statements

An artist statement is a short description of how and why an artist created an artwork. It can be created for the public to help explain an artwork, or for the artist to reflect on their work. You will need to write **1-2 paragraphs** about your artwork.

Your artist statement should be formatted in a professional manner. **Use this template as a guideline to organize your artist statement:**

Your First and Last Name  
 Artist Statement  
 "Title of Artwork" (or project name)

Type your statement here. Use complete sentences. Use capitalization. A paragraph has 5-7 sentences. Have a friend proofread for grammar, spelling, and clarity. Read it out loud yourself to help make sure it makes sense.

If you have a second paragraph, it should also be indented.

## Additional Questions to ask yourself:

- Why were you inspired to create this particular composition, or work with this particular subject?
- Describe your concept. What does your artwork mean? What symbols or metaphors take place in the artwork?
- How did you create your artwork? Talk about process and media. Use your rubric as a guide if necessary.
- What was the most successful part of your artwork? What makes it successful?
- What was the most challenging part of making this artwork? How did you overcome the challenges?
- Is there anything else that people should know about your artwork?

**Use this checklist to make sure you have included all the necessary information in your artist statement:**

Criteria		Got it?	Need a hint?
<b>Art Vocabulary</b>	I used a variety of art vocabulary to help explain my composition, media choices, and process.		Look at your notes and handouts for art vocabulary. Use a thesaurus to help find more interesting word choices.
<b>Art Analysis</b>	I justified my choices for concept, media, and process while analyzing and interpreting my artwork.		Think deeply about why you made what you did. Why is your art important? What does the viewer need to know to understand your artwork?
<b>Grammar, spelling, and sentence structure</b>	I wrote at least 1-2 paragraphs using accurate grammar, spelling, and sentence structure to make sure my statement makes sense.		Try <b>reading your writing out loud</b> , pausing only when you see punctuation. Out of breath? It's probably a run-on. Weird pauses? It's probably a fragment. Do your words and phrases make sense? Double check spelling too!



**Project Name : Personal Gargoyles**

**Name:** \_\_\_\_\_ **Period:** \_\_\_\_\_

<b>PERSONAL INSIGHT/ PREPARATION</b>	<b>Advanced - 4</b> (Goes above and beyond stated criteria.)	<b>Proficient - 3</b> (Achieved criteria; average.)	<b>Partially Proficient - 2</b> (Attempted to achieve criteria; needs more work.)	<b>Novice - 1</b> (Criteria not met; little or no effort.)
<b>Final work exhibits intention and unique concept</b>	Unique concept and design that is thoughtful and fundamentally different from others.	Design/concept shows some originality. Thoughtfulness is apparent in design.	Design/concept is cliché; parts may be copied from another work. More thought needed.	No evidence of original thought. Design is plagiarized.
<b>Symbolism</b>	Symbolism is used to a high degree of success.	Some attempt at symbolism is used.	Symbolism is not apparent.	No attempt at using symbolism.

<b>MEDIA USE</b>	<b>Advanced - 4</b>	<b>Proficient - 3</b>	<b>Partially Proficient - 2</b>	<b>Novice - 1</b>
<b>Technique</b>	Pinch and modeling techniques are used to a high degree of success. Clay is an even thickness throughout the sculpture.	Pinch and modeling techniques are used mostly well. Clay is mostly even throughout the sculpture.	Pinch and modeling techniques are developing. Clay is uneven throughout the sculpture.	Pinch and modeling techniques are not apparent. Little to no effort.
<b>Surface Decoration</b>	Glaze/paint is applied exceptionally well with no drips or empty areas. Color choices enhance the design.	Glaze/paint is applied with few drips or empty areas. Color choices mostly enhance the design.	Glaze/paint has some drips or empty spots. Color choices do not enhance the design.	Glaze/paint is poorly applied or not completed. Color choices were not thought out prior to application.

<b>WORK PROCESS</b>	<b>Advanced - 4</b>	<b>Proficient - 3</b>	<b>Partially Proficient - 2</b>	<b>Novice - 1</b>
<b>Craftsmanship</b> - Neat, Accurate, Clean - Control of tools	Sculpture is smooth with no bumps. Clay has no cracks. Clay pieces are joined cleanly.	Sculpture is mostly smooth with few bumps. Clay has few cracks. Clay pieces are mostly joined cleanly.	Sculpture has multiple bumps. Clay has multiple cracks. Pieces are falling off.	No effort at craftsmanship. Sculpture is broken, no pieces remain attached.
<b>Studio Disposition:</b> - On task, responsible, independent, positive	I am always focused and working quietly. I am responsible. I always accept challenges with a positive attitude.	I am usually focused and working quietly. I am usually responsible. I usually accept challenges with a positive attitude.	I am not usually focused. I avoid challenges. I need to work on being responsible. I need directions repeated a lot. I am negative.	I am almost never focused. I keep others from learning. I do not follow directions and refuse to work.

**TOTAL POINTS:** \_\_\_\_\_/40

**ARTIST STATEMENT:** \_\_\_\_\_/10

**TEACHER COMMENTS:**

**TOTAL:** \_\_\_\_\_/50