

CLAY TILES

PowerPoint Summary

Commercial Porcelain and Handbuilt Tiles
Carl Clausen - ArtsTime 2009

Part 1: The Project Using Commercial Porcelain Tiles

Purpose:

- New School Building
- School Pride
- PTSA Proposed

Planning:

- Location of Tiles
- Choosing Appropriate Materials
- Color Scheme

Design Options

- Choose a limited palette; preferably one that stands the test of time and complements the surrounding or adjacent buildings or neighborhood
- Choose a theme that allows diverse interpretations yet consistent; i.e., portraits, fish, flowers, etc.

Location of Tile ... what to consider

- Horizontal surface?
- Vertical surface?
- Interior application?
- Exterior application?
- Traffic?
- Visibility?

Projected Timeline

- Week 1- Explain project, introduce Picasso, pass out head templates, draw design
- Week 2- Continue pencil design & trace over line with black Sharpie. color with markers; wrap & tape design to tile
- Week 3- Transfer design to **2** tiles; outline with a Sharpie
- Week 4- Paint underglaze on both tiles (maybe 2 coats)
- Week 5- Paint underglaze on both tiles (maybe 2 coats)
- Week 6- Outline with black underglaze pen & fire tiles
- Week 7- Art Police chooses one to keep and one for home; assessment administered

Color Schemes & Design Options

- Choose a limited palette; preferably one that stands the test of time and complements the surrounding or adjacent buildings or neighborhood
- Choose a theme that allows diverse interpretations yet consistent; i.e., portraits, fish, flowers, etc

Execution

- Lesson on Picasso and Cubism (or other content)
- Practice Portraits on Paper
- Final Portrait Design on Paper
- Transfer Design on Two Tiles
- Underglaze Two Tiles
- Fire @ recommended temperature on underglaze
- Managing the Volume of Work

Install Tiles / Celebration

ASSESSMENT OPTIONS:

#1 Oral/Written Self-Assessment for ANY type of artwork at ANY grade level:

(Source: Sabol, Purdue University; NAEA 2008)

Title of Artwork or Project _____

- What is my artwork about?
- What do I like about this artwork?
- What problems did I have with this artwork?
- How well did I solve this problem? Explain.
- How did I use things taught in this lesson in my work?
- From this lesson, what do I want to learn in the future?
- What else do I want to say about this lesson (artwork)?

#2 Oral/Written Peer Assessment: Formative or Summative Assessment

“Two Stars and a Wish”

(critique as a group or individual)

Number on the art: (number used as identifier rather than student name)

Two Stars

- Write two sentences describing what you like about the artwork you have:
- 1.
- 2.

A Wish

- Write a sentence about something you wish this artist would have done to improve it:

Part 2: The Project Using Handbuilt Clay Tiles: Grade 5 Washington State Classroom Based Performance Assessment

Download the entire assessment with directions & glossary from the Office of Superintendent of Public Instruction:

<http://www.k12.wa.us/assessment/WASL/Arts/default.aspx>

Washington State Clay CBPAs include Aquarium Tiles (Elementary), Put the Life Back in Wildlife (Middle School), A Zoo Mug (High School)

Assessment is comprised of two parts:

Creating

- Sketch indicates parts added and subtracted.
- The tile must include **additive relief, subtractive relief, pattern** in the **background** using **rhythms: regular, alternating, progressive, angular, flowing, or random.**
- An aquarium animal or animals must show at least two recognizable features.

Responding

- Describe how additive & subtractive relief was created.
- Draw & label the type of rhythmic pattern used in the background.
- Identify aquarium animal(s) created in tile & list at least two features of the animal that make it recognizable.



July 31, 2009 Final date for districts to submit 2008-09 data on the use of CBAs, CBPAs, or other strategies via the iGrants reporting system.