

Name: Alan Goodin  
Class Title: Ceramics  
Date: :March 20, 2009  
X

Mr. G.

Period 1  
Seat # \_\_\_\_\_  
Class # \_\_\_\_\_

**Assignment title:**

**Whistle Blowing CON Artists: A visual Arts Presentation & Discussion**

X

This workshop is designed to: (I.) teach participants how to make clay whistles; (II) present the concepts of Complete, Organized and Neat; and (III) discuss the ideas of artists as whistle blowers or kids who declare “the King he has no clothes.”

I. How to make the clay whistle ( a check list) with pictures:

- A. Materials & tools needed are a cube of clay between 1” and 2” square, a Popsicle stick, a paper clip, a fork, a project board, a juice cup half full of water, a small paint brush, a pencil, a plastic tool bag, a clean up sponge, a roll of paper towel, a plastic project bag and .a bucket of water.
- B. Roll the clay between your hands into a ball
- C. Place the clay ball on the project board and unwind the small loop of the paper clip to make a straight length of wire.
- D. Cut the clay in half and using the large loop end of the paper clip, scoop out the clay from each half of the clay ball leaving ¼ inch of clay wall. You can use your thumb to smooth the interior of each half of the clay ball. (Roll the scraps of clay that you took from the interior of the clay halves into a ball to use for the facial features, IE. nose eyes, hair, ears, lips, mustache etc.)
- E. Put your thumb in the inside of the ½ sphere of clay to support the top edge of the clay as you use your fork to score\* an X pattern in the clay with the fork approximately 1/8 of an inch deep.
- F. Load your paintbrush with water and touch the brush to the scored edges of the two ½ spheres of clay.
- G. Line up the two half spheres of clay and wiggle, press, engage and make the sphere whole again; smooth the line where the clay came back together so that it is invisible. Because the air trapped inside the clay ball prevents the clay from collapsing, you can roll the ball between your hands or on your project board to make it round again & smooth the joint where the two halves connected.
- H. Using your Popsicle stick, insert it into the clay ball at 11:00 o'clock at a 5 to 10 degree angle. You must have the end of the Popsicle stick enter into the hollow part of the sphere.
- I. Using your thumb, press the clay at the leading edge of the clay where it meets the Popsicle stick into a wedge. Hold the clay so that it does not tear as you remove the Popsicle stick from the clay ball. (This leading edge of clay in a wedge form is the “reed” that vibrates to make the whistling sound.)
- J. Using the straight end of your paper clip, insert the wire into one side of the slot made by the Popsicle stick and cut a small half circle down, around and up to the other end of the slot made by the Popsicle stick. I demonstrate this cut by

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## ArtsTime Part II

### **II, “CON Artists” the Notebook / Portfolio as a tool of individual growth & evaluation ~ Presentation: Information you and your students can use for the rest of your lives.**

A: I share with my students that they can improve their grades by putting themselves into the shoes of their teachers. When a teacher assigns a research notebook / portfolio (RN/P) for all students to hand in as the culminating project for the class, it means that the high school teacher may be evaluating up to 160 notebooks.

1)As the teacher, I first check to see if the (RN/P) is COMPLETE. Does it have all the required pieces? Are the Class Notes all there? Are the Video Notes exceptional, adequate or scant? Are the Self-evaluations present? Are there sketches of ideas, motifs, doodles, concepts, drawings, plans?

2)To earn a good grade I can not have any missing parts.

B As the teacher, for my (RN/P) assignment I have provided a table of contents.

1) Has the student created tabbed dividers so that I can easily find sections of the (RN/P). This is the ORGANIZED criteria that the student needs to consider.

2)Teachers of quality do this in their lesson plans and presentations. They know they may need to explain their projects in several different ways so that all their students can understand and implement their assignments.

C)What does the “RN/P” look like?

1. Is it NEAT? Is the writing readable? Are the pages falling out? Do the pages look like they have lost in the bottom of a book bag for weeks or months? This is an Art class where one's work is evaluated in part on the basis of how it looks as well as its contents.

2. Some students have handed in what I call a rat's nest. I talk about this possibility and warn the students against doing this. I ask the students to submit a “RN/P” that they can be proud of for the rest of their lives.

3. I ask them to at least create a notebook / portfolio that is a base line from which they can improve over time.

F: Arts Time Part II

inserting the wire into the right corner of my mouth and drawing a line down to my chin, along my chin and back up to the left corner of my mouth. (When the air is blown over and under this leading edge of clay, the air under the reed circles around and must have room to exit the whistle.)

K. Use the straight end of the wire to insert into this small half circle of clay in order to remove it from the clay ball. Make the opening thinner around the bottom of the opening by cutting clay around the bottom u shape and removing it. (Save all this clay to make the Cheerio that we will attach to the top of our whistle later)

L. Place the ball under your lower lip and blow a stream of air across the opening to make the whistling sound. Learning how to use your whistle may take some practice and adjustments of the angle of the whistle where you blow across.

I)M. Once you have made your whistle sound, you can give your whistle facial features, or fins, wings, antlers, legs, arms etc.

N. To make the clay loop (Cheerio), (through which to string your lanyard) roll a small ball of clay and use your pencil point to make a hole meet through both sides. You can roll the ball on the pencil on the surface of your project board to make the Cheerio shape. Score, Wet and Join the clay loop to the top of your whistle, making sure that you place the hole of the loop so that it goes from your shoulder to shoulder and the face of the whistle is seen when hanging around your neck on your chest.

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## Part III Arts time

III Artist in our society: What do I mean when I say “Everything I say in public about a person I need to be prepared to say to the person's face.” Is not speaking “truth to power” what a “whistle blower” does?

A. In our class rooms we create an atmosphere of support and creativity. We make a climate that is secure, fun and protected. How do we do this?

1. We teach trust, responsibility and accountability.

- 1) We teach self respect and respect for each other
- 2) We teach honesty and its benefits as a way of life
- 3) We do not allow any bullying
- 4) We do not allow any talk that puts oneself or group up by putting another person or group down.
- 5) We do not allow any student to use the label gay in a pejorative sense.

III)B. In our schools we also need to be able to have our integrity challenged.

- 1) We need to choose our battles carefully
- 2) We need to plan our position and think through the possible consequences.
- 3) We need to seek a win-win conclusion to our professional relationships if possible.

We need to stand up for ourselves and our colleagues when they are unfairly treated