UNIT OF STUDY: Dick Edie, potter

TITLE OF LESSON PLAN: Trilon Tree

GRADE LEVEL: 3-5

SOUTH DAKOTA CONTENT STANDARDS:

Fine Arts:
• Visual Arts Standard One 3-4 – Students will describe how visual arts tell stories, express moods, or convey ideas.
• Visual Arts Standard One 5-8 – Students will express personal ideas, experiences, or emotions through various media, processes, and techniques.
• Visual Arts Standard Two 3-4 – Students will understand selected techniques which give artwork detail.
• Visual Arts Standard Two 5-8 – Students will describe the various techniques which give artwork definition and detail.

ASSESSMENT STRATEGIES:
• Class discussion
• Observation using VTS
• Writing, following guidelines of 6+1 Writing Traits

LEARNING OBJECTIVES:
• Students will learn about South Dakota artist Dick Edie.
• Students will evaluate the art piece using VTS techniques.
• Students will reflect on their observations of the artist’s work.

TIME REQUIRED:
• One class period of 30 minutes

MATERIALS/TECHNOLOGY NEEDED:
• Image of SD artist Dick Edie’s ceramic piece: “a Spiralized”
• Journals
• Pen/pencils

BACKGROUND INFORMATION:
South Dakota artist Dick Edie is known for his ceramic works. According to the Fall 2005 South Dakota Art Museum Newsletter, “Dick Edie finds pleasure in surprises created in working with ceramics; in never knowing just how the product will appear when coming out of the kiln. This surprise can be wonderful or devastating. . .” (5).
**LESSON DESCRIPTION:**
- Show students the image of Dick Edie’s ceramic piece titled, “a Spiralized”
- Ask students to use VTS observations to comment on this piece. Sample questions might include:
  - What do you see?
  - What does this remind you of?
  - What is the significance of the design in the piece?
- Have students write in their journals about their reactions to this piece. For example, some students may think this is a representation of a tree. They could write about where this tree might be located and what the marks signify, etc.
- After students have written in their journals, they can discuss their observations with the class.

**ENRICHMENT:**
Have students discuss why people feel that they need to carve things into a tree. Then have students create a design that would represent something significant in their lives that they might carve into a tree (remind them not to try this at home).

**BIBLIOGRAPHY/RESOURCES:**
- Edie Ceramic Collection at the South Dakota Art Museum
  - Dick Edie Sculpture: “a Spiralized”