UNIT OF STUDY: Dick Edie, potter

TITLE OF LESSON PLAN: A Different Perspective in Art

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 differentiate between 2D and 3D images.
• Students will write about their reaction to this piece.

TIME REQUIRED:
• One class period of 30 minutes

MATERIALS/TECHNOLOGY NEEDED:
• Image of SD artist Dick Edie’s ceramic piece featured on the Augustana College Press Release (website listed below)
• Journals
• Pen/Pencil

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 featured on the Augustana College Press Release (website listed below).
• Ask students to use VTS observations to comment on this piece. Sample questions might include:
  • What do you see?
  • What is the significance of the design in the piece?
  • What does this remind you of?
  • How does the shape affect the piece?
  • Would it be different if the piece were displayed on its side?
  • How does a 3D image differ from a 2D image?
• Have students write their reaction to the piece in their journals.
• Students may not know the difference between two dimension and three dimension, you could use this as the topic of class discussion.

ENRICHMENT:
Have students create an image in two dimensions. Next, have them take that image and make the same object/image, but in three dimension.

BIBLIOGRAPHY/RESOURCES: