

# A Unit for Inclusive Art Education

## Sculpture and Ceramics (ideal for Years 7-8)

**Victorian Curriculum: Visual Arts**  
**Strand: Present and Perform**  
**Timeline: Term 2; 45 minutes lesson**

### Unit Overview:

Students will create 3D artworks. They will learn to use clay and apply handbuilding and joining techniques to make sculptures. After, they will learn about 4D artworks and create an installation. They will present their artworks to an audience and invite them to interact with their work.

Students will draw inspiration, ideas and influences from various ceramicists and artists, who create public art e.g. Isabel and Alfredo Aquilizan's artwork, Home/Land.

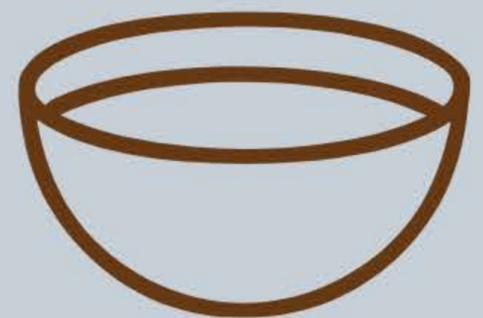
### Learning Goals:

- I can make a 3D artwork.
- I can create an artwork for an exhibition.
- I can show my artwork in a group.
- I can describe my artwork in a group.

This unit uses studio-based pedagogy that is responsive to student developmental needs.

# 1

Create a pinch pot.



*I can make a 3D artwork.*

# 2

Create a clay object with pinch pots. Join 2 pinch pots together to create a new clay object. E.g. a vase, Yayoi Kusama-inspired dotted pumpkin.



*I can make a 3D artwork.*

# 3

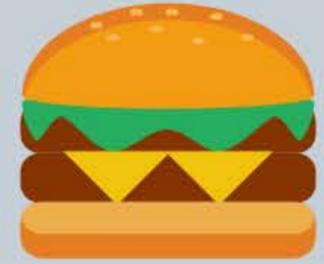
Create a textural vessel. Roll a clay slab. Use stamps to create textures on the slab. Roll and join the slab into a cylinder. Join a circle base onto the cylinder.



*I can make a 3D artwork.*

# 4

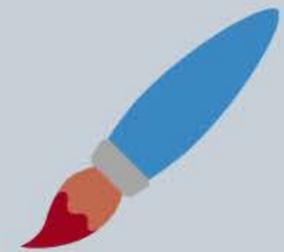
Create a clay hamburger. Consolidate handbuilding, joining and slab-making skills.



*I can make a 3D artwork.*

# 5

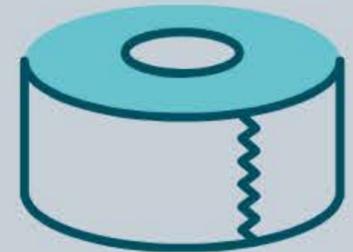
Paint the clay objects made from the previous lesson. Use underglaze, glaze or paint.



*I can make a 3D artwork.*

# 6

Introduce 4D artworks. Use coloured duct tape to create an artwork on the wall and/or floor in the art room.



*I can create an artwork for an exhibition.*

# 7

Create an installation. Use cardboards to create sculptures and add/build them onto the duct tape artworks around the art room. Check out Isabel and Alfredo Aquilizan's artwork, Home/Land for inspiration.



*I can create an artwork for an exhibition.*

# 8

Complete the installation e.g. build more sculptures or paint the sculptures. After, invite students to interact with their installation e.g. create a pose or perform an action/scene with one part of the installation. Ask students to describe their response or feelings to each others' artworks or performances.



*I can show my artwork in a group; I can describe my artwork in a group.*

# A Unit for Inclusive Art Education

## Sculpture and Ceramics (ideal for Years 9-10)

**Victorian Curriculum: Visual Arts**  
**Strand: Present and Perform**  
**Timeline: Term 2; 45 minutes lesson**

### Unit Overview:

Students will use construction techniques to create 3D artworks. They will build a clay house and use paper mache to construct a sculpture for an installation. They will learn to participate in an art exhibition.

Students will draw inspiration, ideas and influences from various ceramicists, who use handbuilding techniques, and research iconic images from artists e.g. Keith Haring to create their paper mache sculpture.

### Learning Goals:

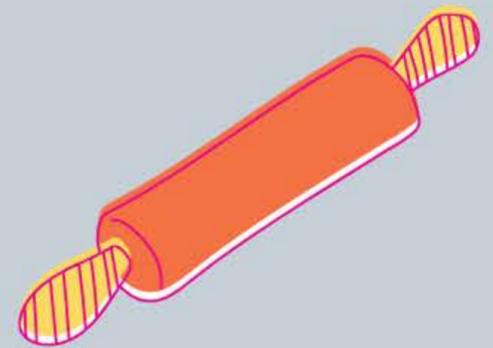
- I can use construction techniques to make an artwork.
- I can display a 2D and 3D artwork in an exhibition.
- I can create an artist statement for my artwork.
- I can visit an art exhibition.

This unit uses studio-based pedagogy that is responsive to student developmental needs.

# 1

Prepare the clay pieces to build a clay house.  
Roll a slab. Use a template to cut out the clay pieces.  
Store the clay pieces.

Enrichment: Use stained clay for colours.



*I can use construction techniques to make an artwork.*

# 2

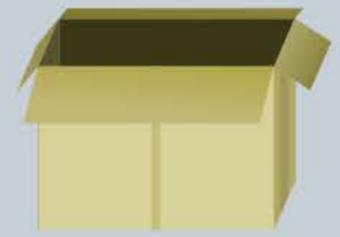
Use the clay pieces to build a clay house. Use handbuilding and joining techniques.



*I can use construction techniques to make an artwork.*

# 3

Build the structure for a paper mache sculpture. Use cardboard, cardboard rolls and tape.



*I can use construction techniques to make an artwork.*

# 4

Paper mache the top half of the sculpture.



*I can use construction techniques to make an artwork.*

# 5

Paper mache the second half of the sculpture.  
If there is time, build another layer of paper mache on the sculpture.



*I can use construction techniques to make an artwork.*

# 6

Plan a design on paper for the paper mache sculpture.  
Frame the design plan for display in a class exhibition.



*I can display a 2D and 3D artwork in an exhibition.*

# 7

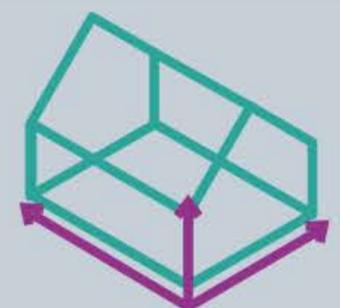
Paint the paper mache sculpture. Refer to the design plan.



*I can display a 2D and 3D artwork in an exhibition.*

# 8

Use the paper mache sculpture and design plans to build an installation in the art room for a class exhibition. Invite students to interact with the sculptures and design plans in the installation e.g. perform a pose, action or scene. After, ask students to write an artist statement about their artwork.



*I can create an artist statement for my artwork; I can visit an art exhibition.*

# A sTeAM Unit for Inclusive Education

## creating a model for a sculpture park

*Digital Technologies:  
Creating Digital Solutions*

**Learning Areas: Visual Arts, Mathematics; Learning Process: Digital Technologies**

### Analysing

# 1

Research sculpture parks e.g. McClelland Sculpture Park Gallery, and break down the forms to create the sculptures. Sketch ideas for a new collection of sculptures.



*Visual Arts: Explore and Express Ideas, Respond and Interpret; Mathematics: Shape*

### Designing

# 2

Use a 3D modeling program e.g. Tinkercad to create the sculptures.



*Visual Arts: Visual Arts Practices; Mathematics: Shape*

### Developing

# 3

Resize the sculptures to fit within a specified scale and 3D print them.

Enrichment: Paint the sculptures.



*Visual Arts: Visual Arts Practices; Mathematics: Using Units of Measurement*

### Evaluating

# 4

Work out where to place the sculptures in the park. Build a sculpture park with model trees and turf grass on a foam board.

Enrichment: Use the principles of human-centred design to ensure everyone can visit the park.



*Visual Arts: Present and Perform; Mathematics: Location and Transformation; Ethical Capability*