**Enduring Idea**

Narrative

**Rational**

This lesson gives students the opportunity to explore ways that narrative has been used in art history as well as ways contemporary artists are using it today. Students learn to tell a story that’s important to them without the use of words. Students also have the opportunity to experiment with modern technology they have probably never used before by laser cutting their stencils.

**Key Concept(s)**

Narrative is used in art to tell a story.

Tech like laser cutting can be incorporated into artwork.

**The Essential Question(s)**

What are some ways narrative been used in art?

How can laser cutting be incorporated into ceramics?

**Objective(s)**

by the end of this lesson students will…

create a functional form that tells a story.

make connections between the students narrative and their life.

design and laser cut stencils using tinkerCAD.

**Materials:**

Replace this caption text with the *Title of the Artwork*

Computers for the class, access to TinkerCAD, access to a laser cutter, clay, paper or plastic to cut stencils, pony rollers, clay (2lbs per students), various ribs and wood tools, projector, classroom computer for powerpoint, under glazes,

**Procedures**

**Day 1**

We will start the class by going through the PowerPoint and discussing what a narrative is and ways that it can be used in art. We will discuss contemporary ways that the spotlight artists use laser cut stencils and narrative in their work. We will talk about the different applications and materials that can be used and pass around examples of different kinds of stencils. We will go to the computer lab and spend the rest of the period learning the basics of tinker CAD but going through the tutorials and drawing with the scribble tool. Students will be reminded to be thinking of a narrative they want to explore from a memory with their vessel.

**DAY 2**

We will spend this whole day working in the computer lab designing our stencils. Handouts will be passed out at the beginning of class with specific directions and we will begin as a group to make sure everyone has a correctly sized positive sheet. Students will work independently for the majority of the class designing their stencil with the teacher available to troubleshoot.

**Day 3**

At the beginning of class, we will go over the safety of using the laser cutter and students will be reminded before they cut. Students who cannot handle using the laser cutter will print their stencils and cut by hand. We will also be going over how to covert tinker CAD files to Illustrator files and prepping for printing. Students who have finished their design we begin cutting their stencils with the laser cutter, other students can continue working on their design. This may take 2 days.

**Days 4 -6**

We will spend two class periods working on our vessel forms. The first day should focus on making the form and the last day on the narrative. Extra days can be added if needed. We will look at the spotlight artists work at the beginning of class to remind students what they are capable of doing with this project.

**Assessment**

Students work will be graded as greenware and a finished piece. Students will be graded on their incorporation of stencils, craftsmanship, and a short written statement over the story of their narrative, as well as their participation in stencil making.