Lesson #4
Modern Fossils: What Will You Leave Behind?
Inspired by: Christopher Locke, Pompeii Artifacts, Ancient Fossils.
Students: 9th-12th grade (Intro to Art)
Time Needed: Twelve, 55 Minute Class Periods
Lesson Submitted by: Lars Johnson
Goal:

Inspired by the work of Christopher Locke, and the remains found in Pompeii, Italy, students will create works that represent their own personal, cultural, and worldly identity by creating “Modern Fossils.” Students will reflect upon the past, present, and future, discussing “how are we remembered?” thinking about what the future peoples of earth would think if they found some of our most prized possessions.

Objectives:

• Students will engage in an introductory research project looking at the remains of the once great city of Pompeii.

• Students will compare the artifacts of Pompeii allow us a glimpse into the daily life of the ancient civilians, against the work of Christopher Locke, discussing the concept of “remembrance.”

• Students will create a work of art that is in reflection of their own lives, and discuss how art can be used to make a statement about our culture.
• Students will compile a series of three small objects that they would consider a prized possession and, or, an object that they deem as something that is connected with their personal identity. They will then render these objects out of clay.

• Students will encase their objects underneath a layer of wet cement, creating their own “Modern Fossils.”

• Students will reflect upon their fossils, in the form of a personal reflection essay, responding through the “eyes” of a future archeologist, and what they would think about our society.

List of National Standards:
• Anchor Standard 1: Generate and conceptualize artistic ideas and work.
• Anchor Standard 2: Organize and Develop artistic ideas and work.
• Anchor Standard 6: Convey meaning through the presentation of artistic work.
• Anchor Standard 7: Perceive and analyze artistic work.
• Anchor Standard 8: Interpret intent and and meaning in artistic work
• Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

The Universal Constructs:
• Creativity
• Critical Thinking
• Productivity and Accountability
• Collaboration

Vocabulary:
• Scale— The size of an object in comparison to another object.
• Score— Rouging up the surface of two pieces of clay, to fuse them together using slip.
• Slip— “A suspension of clay or glaze materials in water.”
• High Relief—“A strongly raised or deeply carved pattern.”
• Identity—
• Consumerism—
• Leveling— the qualities, beliefs, etc., that make a particular person or group different from others
• Casting— A process of forming a clay object by pouring clay slip into a hollow plaster mold.
• Leather Hard— The condition of raw clay ware when most of the moisture has evaporated leaving it still soft enough to be carved or joined to other pieces.
• Wedging—Mixing and de-airing clay by cutting it diagonally and slamming the pieces together.
• Additive/Subtractive—Two processes for making a sculpture out of clay, Additive= adding clay via scoring/slipping. Subtractive= Cutting away clay to create a form.
• Sgraffito— A decorative process by which a line is scratched through a layer of slip or glaze before firing to expose the clay body beneath. From the Italian, meaning “scratched out.”
Materials:

- Sketchbook (Students will already have this)
- Pencils (1 per student)
- Clay (Enough per student for them to at least make 3 small objects)
- Small containers for slip (1 per student)
- Assorted Clay Tools (1 bucket per each table)
- Clay Mat/board (1 per student)
- Assorted Glazes
- Paint Brushes (1 per student)
- Concrete FASTSET 50lb bags (5 bags for class, you should be able to get 4 students per bag, @ $4.98 per bag with [20 kids] = approximately $25.86)
- Sand paper (Rough grit, for smoothing the concrete edges)
- 2 Cans of PAM (the release agent for the concrete)
- Masonite (1 per student: cut down to 32x24in)
- Seran Wrap (for covering Concrete)
- Tape/Sharpie (1 roll per table, 2 sharpies per table)
- Rubber Gloves (for handling concrete)
- Power drill (concrete mixing adapter)
- 5 gallon bucket (for mixing concrete)

About the Artist & Historical Inspiration:

Christopher Locke:

Christopher Locke is an artist originally from Washington D.C, but now based out of Austin, Texas. He went to school at George Washington University, pursuing a degree in art. He moved to Austin to become a practicing artist, after a while he began to teach as well. Locke’s work is varies in style and media, although he is primarily a 3D artist, he also dabbles in 2D work as well. He describes his work as “Figurative Industrial “ and enjoys “blurring the lines between man and machine, old and new, as well as science and art” The series we are looking at is called “modern fossils,” he casts his fossils out of concrete, he does this so that they appear as stone. The focus of this work is on the concepts of waste avoidance, social commentary, and consumerism. The “modern fossil” pieces use imagery of “archaic” technology that was once thought of as being “high tech,” these works are a commentary on how as a society our technology has a very short lifespan, not necessarily due to the evolution of new products, but from abundant consumerism, and aggressive wastefulness.

Pompeii:

The Roman city of Pompeii, famously destroyed when Mount Vesuvius erupted, engulfing the ancient city in a destructive cloud of hot ash killing its inhabitants. Despite the disaster of epic proportions, we have learned a lot about roman society from the archeological site. The cloud of hot ash preserved the civilians as well as the artifacts used in daily life. These “fossils” give us clues to what type of life the Pompeiians lead, some of the artifacts that remained were loaves of bread, fresco paintings, animals, as well as pots and other household items.
Motivation:

Students will view a short video about the destruction of Pompeii, focusing on the objects that were excavated from the city. The students will be prompted by the question: What kind of story do our possessions tell about us? Students will also be asked to think about what do you think future archeologists will think about the remnants of our society? What will be your story?

Procedure:

Day 1: Introduction to Artist/ Historical Content: 55 Minutes
Materials: Computer/Tablet/Internet enabled devices.

Instruction/Motivation: (25 Minutes)
I. Students will watch the video on Pompeii, giving a brief description of what happened on the fateful day it erupted.
   a) Teacher will discuss how the objects found at Pompeii can give us a peek into daily life in ancient Italy.
   b) Discussing how the forms left over have become carbonized and left as fossils. Archeologists poured plater into the cavities left by the bodies in the ash, giving us the plaster forms that we have seen (dog and bodies). As well as the bread that has become carbonized, turned into a fossil.

   http://www.history.com/topics/ancient-history/pompeii/videos/deconstructing-history-pompeii

II. Students will look at the work of Christopher Locke, “Modern Fossils”
   a) Students will be asked to discuss what message is Locke trying to convey with his Modern Fossils?
   b) Students should arrive on the topic of consumerism. The things we buy become obsolete quickly.
   c) Or perhaps how technology plays a huge role in our lives.

Closure/Clean up: (30 Minutes)
I. Students will be prompted into discussion the following questions, this will serve as a pre-assessment activity, in hopes to help students in brainstorming: (see formative assessment box bellow)
   a) Students should finish this assessment in the time allotted in class, but if they do not finish, their homework will be to finish the assessment before it closes that night at 8:00 P.M.

II. Homework: Students will be asked to bring in 2 or 3 small objects that they think describes them.
   a) Objects can be related to hobbies, sports, stuffed animals, gadgets, etc.
b) Students are encouraged to look back at their responses from the quiz to inform their choosing of their objects.

III. Students will answer these questions on the website www.scorative.com.
   a) Search under “Student” the following Classroom:
   b) Room: ArtEd352

Pre-Assessment:

1. Based on what you learned today, what information can we gather from looking the artifacts found at Pompeii about daily life in ancient Italy?

2. In your opinion, what do you think a future archeologists would think if they found the remnants of (City Name) preserved under a mountain of ash? What would they assume about our current society? Give examples of what you think they would find, and what you think they would think. Provide rationale for your thoughts!

3. What do you think about Christopher Locke’s “Modern Fossils”? What do you think his message is? Do you like that—Why or why not? Explain.

4. Think about the things you own, things that you keep in your room, things that you keep on you, things in your house: a few examples could be—your phone, tv, computer, wallet, accessories, shoes, clothes, etc. (SCHOOL APPROPRIATE PLEASE) How do those objects relate to your identity or how do they create/define your identity? i.e what would a future archeologist be able to interpret about you just by looking at your stuff? Jot down a list of a few possible objects that you might bring into class.

Day 2: Sketching Process: 55 Minutes
Materials: Drawing paper, Pencils, 2-3 objects.

Instruction/Motivation: (15 Minutes)

I. Students will come into class with their 2-3 objects, ready to receive instruction from the teacher. Students will be asked to recall the information from the previous class period.
   a) Students will again look at Christopher Locke’s work as an intro to what they will be doing next as a class.

Studio Time: (30 Minutes)
I. Students will be asked to bring out their objects and set them in front of them on the table.
   a) Students will be told that they will be doing detailed sketches of each of their objects; making sure to do draw it from just a front angle, as these objects will be sculpted in the low
   b) These preliminary sketches will be used to inform the students when the begin to make their objects out of clay.

II. Students will be asked to think about defining characteristics of their objects:
   a) Does your object have a texture? How can you depict that in your drawing? The more detail the more elaborate your piece will be.

III. Students will be told that all three drawings must be completed by the next class period before they start clay. If they do not finish the drawings during this class period they must finish it in the next class period before they can receive their clay and start on their objects.

Closure/Clean up: (10 Minutes)
I. Students will be asked to wear clothes that they do not “mind getting dirty,” as they will be working with clay during the next class period.
II. Students will be asked with 5 minutes left to clean up and return their objects/drawings/any other materials, to their respected place.

Day 3: Introduction to Clay: 55 Minutes

Pre-Class Prep: Day 3
Before the start of the day 3 class period, the teacher will cut up a piece of clay (3 Inches x 2 Inches) one for each student.

Instruction/Motivation: (10 Minutes)
I. Students will come into class to find (2 bucket of assorted clay tools per table) (1 mat per student at each table) and (2 buckets of slip per table)
II. Students will have their sketches out on their desk, the teacher will walk around and check them off for completion.
   a) If students are not done, they will have to finish their sketches after the clay demonstration.
III. There will be a power point up on the front screen for the whole class to see; displaying images of Christopher Locke’s “Modern Fossils” for inspiration.
**Studio Time:** (35 Minutes)

I. Students will be asked to gather around the teacher for an instructional lesson on clay and clay techniques.
   a) Students will be shown the process of wedging clay and the processes of scoring/slipping and sealing.
   b) Students will also be shown a few different clay tools, and how they can be used to create texture.
   c) Students will be instructed to make their objects flat, but with prominent additive details, and/or deep enough subtractive details so that it will show up on the fossil relief.
   d) Once students have watched the instructional part of the class period they will be able to go back to their seats and begin sculpting their objects.
   e) Students will then be dismissed by table to the back room to grab one piece of pre-cut clay.

II. Students will be instructed that most likely they will have to scale down their objects, for example, if a student chose one of their objects to be a football, they could not make it “life size”. As the final concrete project will be about 12-18 inches at its widest.
   a. Students will have to make their objects small enough so that they can adequately fit all three of their objects in their fossil with enough space in between each of them.

**Closure/Clean up:** (10 Minutes)

I. Students will be asked with 10 minutes left to follow the clay clean up procedure:
   a) Students will cover their work with a plastic bag so that it does not dry out. And store it in their locker/cabinet.
   b) Students will return any unused clay back to the class bag.
   c) Students will return all other materials (clay tools, bucket of slip) to their respected place.
   d) Students will was their tables before leaving with a damp rag/paper towel, so that the next class will have a clean work space.

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**Day 4: Continued Work With Clay:** 55 Minutes

**Materials:** Clay, Clay Tools, Clay Mat, Water Bucket, Bags for covering clay.

**Instruction/Motivation:** (10 Minutes)

I. Students will come to class and go over a quick recap of the information covered in previous class period. And will be given the directions for Day 4.
II. Students will come into class to find (2 bucket of assorted clay tools per table) and (2 buckets of slip per table)
III. There will be a power point up on the front screen for the whole class to see; displaying images of Christopher Locke’s “Modern Fossils” for inspiration.
Studio Time: (35 Minutes)

I. Students will have the whole class period to continue working on their clay objects.
   a) Students will be reminded that they will want to make sure that their object can lay flat on the back to promote a good turn out for their fossils.
   b) Students will also be reminded that they are going to want to include a lot of details in their work so that the cast of their object is easy to understand.

Closure/Clean up: (10 minutes)
I. Students will be asked with 15 minutes left to follow the clay clean up procedure:
   a) Students will cover their work with a plastic bag so that it does not dry out. And store it in their locker/cabinet.
   b) Students will return any unused clay back to the class bag.
   c) Students will return all other materials (clay tools, bucket of slip) to their respected place.
   d) Students will was their tables before leaving with a damp rag/paper towel, so that the next class will have a clean work space.

Day 5: Continued Work With Clay: 55 Minutes

Instruction/Motivation: (10 Minutes)

I. Students will come to class and go over a quick recap of the information covered in previous class period. And will be given the directions for Day 4.
II. Students will come into class to find (2 bucket of assorted clay tools per table) and (2 buckets of slip per table)
III. There will be a power point up on the front screen for the whole class to see; displaying images of Christopher Locke’s “Modern Fossils” for inspiration.

Studio Time: (35 Minutes) (Same Studio Time as Day 4)

I. Students will have the whole class period to continue working on their clay objects.
   a) Students will be reminded that they will want to make sure that their object can lay flat on the back to promote a good turn out for their fossils.
   b) Students will also be reminded that they are going to want to include a lot of details in their work so that the cast of their object is easy to understand.
Closure/Clean up: (10 minutes)

I. Students will be asked with 15 minutes left to follow the clay clean up procedure:
   a) Students will cover their work with a plastic bag so that it does not dry out. And store it in their locker/cabinet.
   b) Students will return any unused clay back to the class bag.
   c) Students will return all other materials (clay tools, bucket of slip) to their respected place.
   d) Students will was their tables before leaving with a damp rag/paper towel, so that the next class will have a clean work space.

Day 6: Final Work Day With Clay: (55 minutes)

Instruction/Motivation: (10 Minutes)

I. Students will come to class and go over a quick recap of the information covered in previous class period. And will be given the directions for Day 4.
II. Students will come into class to find (2 bucket of assorted clay tools per table) and (2 buckets of slip per table)
III. There will be a power point up on the front screen for the whole class to see; displaying images of Christopher Locke’s “Modern Fossils” for inspiration.

Studio Time: (35 Minutes) (Same Procedure as Day 6):

I. Students will have the whole class period to continue working on their clay objects.
   a) Students will be reminded that they will want to make sure that their object can lay flat on the back to promote a good turn out for their fossils.
   b) Students will also be reminded that they are going to want to include a lot of details in their work so that the cast of their object is easy to understand.

II. Students may grab more clay at their discretion—If you need more clay then you more clay—but do not waste the clay!
III. Students should be finished with all three of their objects by today. They should all be set out—uncovered— to firm up before the casting process.

Closure/Clean up: (10 minutes)
I. Students will be asked with 15 minutes left to follow the clay clean up procedure:
   a) Students will leave their objects on their mat—uncovered—And store it in their locker/cabinet*.
      *Unless this step does not take place on a Friday, then students should lightly cover their pieces for the weekend*
   b) Students will return any unused clay back to the class bag.
c) Students will return all other materials (clay tools, bucket of slip) to their respected place.
d) Students will was their tables before leaving with a damp rag/paper towel, so that the next class will have a clean work space.

**Day 7: Intro to Concrete: 55 Minutes.**

**Materials:** Concrete mix, Clay, Masonite Boards, Seran Wrap, Tape, Sharpie, Metal Spoon, 1 can of PAM, power drill (with concrete mixing attachment), Concrete buckets.

**Instruction/Motivation:** (25 Minutes)

I. Students will come to class and go over a quick recap of the information covered in previous class period. And will be given the directions for Day 6.

II. There will be a power point up on the front screen for the whole class to see; displaying images of Christopher Locke’s “Modern Fossils” for inspiration

III. Students will gather around to watch the teacher’s demonstrating the directions. (See “Pre-Concrete Instructions” and “Concrete Instructions,”)

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### Pre-Concrete Instructions:

1. First write your name on a piece of tape with the sharpie, and stick it in the bottom right hand corner of your masonite.

2. Next, take your clay objects and arrange them on your piece of masonite, they can be really close to each other, or far apart, the can be in a straight line, or randomly placed.

3. Draw on the masonite using a pencil, an outline of a irregular organic shape (as if your fossil was cut out of a rock, look at examples on board of fossils)

4. Once you have chosen your composition, take some spare clay, and roll 3 or 4 long coils, with the thickness of about 2.5-3 inches.

5. Take your coils and set them along your drawn out line, pushing down with your thumb on the inside, and the outside edges of the clay, making sure to make a tight seal (This prevents any concrete leaks)

6. Lightly spray your objects with a non stick cooking spray like Pam, this prevents any chance of the clay fusing with the concrete.

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**Studio Time: (20 Minutes)**

I. Students will begin to start the pre-concrete process. They will not be able to start on the concrete till the next class period.
Closure/Clean up: (10 minutes)
I. Students will be asked with 10 minutes left to follow the clay clean up procedure:
   a) Students will put away their masonite boards on the back counter.
   b) Students will return any unused clay back to the class bag.
   c) Students will return all other materials they used to their respected place.
   d) Students will wash their tables before leaving with a damp rag/paper towel, so that the next class will have a clean work space.
II. Students will be asked to wear clothes, including closed toe shoes that they do not mind “getting dirty,” as they will be working with concrete during the next period.

Day 8: Concrete: 55 Minutes:
Materials: Concrete mix, Clay, Masonite Boards, Seran Wrap, Tape, Sharpie, Metal Spoon, 1 can of PAM, power drill (with concrete mixing attachment), Concrete buckets.
(Computer/Tablet/Internet Device)

Instruction/Motivation: (10 minutes)
I. Students will recap the information shared in the last class, the teacher will quickly go over the procedures for handling concrete.
   a) Concrete instructions will also be bulleted on a powerpoint that will be projected on the screen, so that if the students forget what step to do next, they will have a reference.

Pre-Class Prep:
Teacher will prepare one bucket of concrete (provided that the teacher has a prep hour before the class) prior to expedite the concrete pouring process*.

Instruction/Motivation: (10 minutes)
I. Students will recap the information shared in the last class, the teacher will quickly go over the procedures for handling concrete.
   a) Concrete instructions will also be bulleted on a powerpoint that will be projected on the screen, so that if the students forget what step to do next, they will have a reference.

Studio Time: (35 Minutes)
I. Students will be told that they will go up to get concrete one at a time, they will go up one after another by table, The teacher will explain that it is their responsibility to pay attention to when their turn is.
II. Although the there will have already been one batch made of the concrete, The teacher will have to be constantly busy making concrete during the studio time, so students will be asked to work independently and quietly on their personal reflection, if they have not been called to receive concrete yet.
   a) (Self Reflection is also on socratic.com under the quiz category, labeled as “Self Reflection Fossils”)
Concrete Instructions:

(1) Next, one at a time, you will come to the back of the room, put on rubber gloves, and receive your concrete, you will CAREFULLY pour/scoop the concrete inside of your clay walls.

(2) Make sure to be gentle when putting the concrete over your clay objects as they are not hard, and could still be damaged if you pushed down too hard.

(3) Smooth out your concrete as best you can, using a metal spoon.

(4) Next, set your masonite down on the table, and gently pick up the corner of it, and drop it (not from a large height, no more than an inch) Do this on every corner. Doing this levels the concrete and releases any trapped air bubbles.

(5) Once you have settled the concrete, take a large sheet of Seran wrap, and drape it over the concrete.

(6) Finally you are done! Go set your fossil carefully on a free space on the back counter.

Closure/Clean up: (10 minutes)
I. Students will be asked with 10 minutes left to follow the clay clean up procedure:
   a) Students will put away their masonite boards on the back counter.
   b) Students will return all other materials they used to their respected place.
   c) Students will wash their tables before leaving with a damp rag/paper towel, so that the next class will have a clean work space.

II. Students will be asked to wear clothes, including closed toe shoes that they do not mind “getting dirty,” as they will be working with concrete during the next period.

Day 9: Continued Work With Concrete: 55 Minutes
Materials: Concrete mix, Clay, Masonite Boards, Seran Wrap, Tape, Sharpie, Metal Spoon, 1 can of PAM, power drill (with concrete mixing attachment), Concrete buckets. (Computer/Tablet/Internet Device)

Day 9 Pre-Class Prep:
Teacher will prepare one bucket of concrete (provided that the teacher has a prep hour before the class) prior to expedite the concrete pouring process*.

Instruction/Motivation: (10 minutes)
I. Students will recap the information shared in the last class, the teacher will quickly go over the procedures for handling concrete.
a) Concrete instructions will also be bulleted on a powerpoint that will be projected on the screen, so that if the students forget what step to do next, they will have a reference.

**Studio Time:** (35 Minutes) *(Same Studio Time as Day 9)*

I. Students will be told that they will go up to get concrete one at a time, they will go up one after another by table, The teacher will explain that it is their responsibility to pay attention to when their turn is.

II. Although the there will have already been one batch made of the concrete, The teacher will have to be constantly busy making concrete during the studio time, so students will be asked to work independently and quietly on their personal reflection if they have not been called to receive concrete yet.
   a) (Self Reflection is also on socrative.com, under the quiz category, labeled as “Self Reflection Fossils”)
   b) If and when students have complete their concrete process, and have finished their self reflection, they may do homework, or free draw *Quietly.*

**Closure/Clean up:** (10 minutes)

I. Students will be asked with 10 minutes left to follow the clay clean up procedure:
   a) Students will put away their masonite boards on the back counter.
   b) Students will return all other materials they used to their respected place.
   c) Students will was their tables before leaving with a damp rag/paper towel, so that the next class will have a clean work space.

II. Students will be asked to wear clothes, including closed toe shoes that they do not mind “getting dirty,” as they will be working with concrete during the next period.

**Day 10: Final Day With Concrete:** 55 Minutes

**Materials:** Concrete mix, Clay, Masonite Boards, Seran Wrap, Tape, Sharpie, Metal Spoon, 1 can of PAM, power drill (with concrete mixing attachment), Concrete buckets. *(Computer/Tablet/ Internet Device)*

**Day 10 Pre-Class Prep:**
Teacher will prepare one bucket of concrete (provided that the teacher has a prep hour before the class) prior to expedite the concrete pouring process*.

**Instruction/Motivation:** (10 minutes)

I. Students will recap the information shared in the last class, the teacher will quickly go over the procedures for handling concrete.
   a) Concrete instructions will also be bulleted on a powerpoint that will be projected on the screen, so that if the students forget what step to do next, they will have a reference.
Studio Time: (35 Minutes) \textit{(Same Studio Time as Day 10)}
I. Students will be told that they will go up to get concrete one at a time, they will go up one after another by table. The teacher will explain that it is their responsibility to pay attention to when their turn is.

II. Although the there will have already been one batch made of the concrete, The teacher will have to be constantly busy making concrete during the studio time, so students will be asked to work independently and quietly on their personal reflection if they have not been called to receive concrete yet.
   a) If and when students have complete their concrete process, and have finished their self reflection, they may do homework, or free draw \textit{Quietly}.

Closure/Clean up: (10 minutes)
I. Students will be asked with 10 minutes left to follow the clay clean up procedure:
   a) Students will put away their masonite boards on the back counter.
   b) Students will return all other materials they used to their respected place.
   c) Students will was their tables before leaving with a damp rag/paper towel, so that the next class will have a clean work space.

Instruction: (25 Minutes)

I. By now, the concrete should have more than enough time to have set and hardened, and all the students should have had time to fill their fossil mold.

II. The teacher will demonstrate how to take off the clay, and pry off the concrete from the masonite.
   a) Once the concrete has been pried off of the masonite, it will be flipped over, \textit{(carefully, as concrete is still fragile if dropped)}.

   b) The student will then proceed to use a needle tool and/or a fedling knife to pry out the clay figure they created. Being careful as to not break it. It should still be in the leather hard stage so it should be rather malleable still.

   c) Once the clay models are taken out, the student will take the sandpaper and smooth out any rough spots or imperfections due to leakage of concrete on the sides and front of the fossil.

Closure/Clean up: (30 minutes)
I. Students will be asked with 10 minutes left to follow the clay clean up procedure:
   a) Students will put away their masonite boards on the back counter.
   b) Students will return all other materials they used to their respected place.
   c) Students will was their tables before leaving with a damp rag/paper towel, so that the next class will have a clean work space.
II. After clean up, the students will be given a self assessment rubric to fill out based on their fossil, grading themselves on a pre-determined scale of requirements.
   a) There will also be the self reflection aspect of the rubric (which most students should have completed already, but if they for some reason did not, this would be the time to finish it)

**Day 12: Critique:** (55 Minutes)
**Materials:** Computer/Tablet/etc

**Critique:** (30 Minutes)
I. The Students will bring their fossils, and they will set them on the floor, in a line, and the class will enter into a critique about them.
   a) Students will be expected to give a short explanation about their objects, and why they chose them (if it is not too personal to the student).
   b) Students will explain how they interpreted their own “personal story” and how their objects relate to their self described identity.
   c) Students will be expected, and graded accordingly, to give Positive and Constructive criticism of their peer’s work.

II. As a final “display” aspect of the students art, the teacher will (with written consent of the student in the form of a consent form) take a photograph of each work, and post it to the classes public Instagram/Facebook page to share with the school, and the world.
   a) The students will have the opportunity to write a quick artist statement to post with the photo if they choose to do so.

**Unit Plan:**
- Make a plaster relief cast from your fossil, and create an assemblage piece with multiple objects.
- Create cement/ Plaster balloon creatures.
- Create a paper mache skeleton, based on a made up creature.

**Cross-Curricular Connections**
- **Science:** Looking at fossil records, major extinction events, carbonization, and fossilization processes.
- **History:** Researching the city of Pompeii.
- **English:** In collaboration with history, write a paper on Pompeii.
**Self Assessment/Evaluation:**

Scale: **Excellent** (5), **Good** (4), **Average** (3), **Needs Improvement** (2), **Poor** (1).

*Based on your performance, circle the grade that you think you deserve.*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating Scale</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Name:____________________</td>
<td></td>
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<tr>
<td>I viewed, reflected and responded to the work of Christopher Locke, to inform my own clay objects that describes “me”</td>
<td>E G A NI P</td>
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<tr>
<td>I created sketches detailing my objects from the required angles. I created the minimum requirement of three small objects out of clay</td>
<td>E G A NI P</td>
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<tr>
<td>I used correct clay technique when working with the material, and applied appropriate rigor and difficulty when creating clay reliefs.</td>
<td>E G A NI P</td>
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<tr>
<td>I applied the Concrete material by following the directions, and was responsible when using the materials.</td>
<td>E G A NI P</td>
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<td>I was an active participant when it came to cleaning up my work place after every class. In addition, during the class critique, I gave constructive and positive criticism about my classmates’ fossils.</td>
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Total Points:___________/25
**Student Self Assessment:**

**Name:** ____________  
**Hour:** _____________  
**Date:** ______________  
**Points:** _____________

**Instructions:** Please take time and think about your answers when responding to the following questions using complete sentences.

Define the following vocabulary:
1. Scale  
2. Low Relief:  
3. Wedging:  
4. Ceramics:  
5. Score/Slip:  
6. Additive, Subtractive, Inscriptive:  
7. Negative Casting/Positive Casting:  
8. Concrete:

**Artist Statement:** Please answer the following questions with a short paragraph.

1. What objects did you use in your fossil? Why did you choose these objects? How do these objects represent your “story”? Explain.

2. How did looking at the ruins of Pompeii, help to influence the objects you chose?

3. What did you like about this project, what did you find difficult? If you were to do this project over again, would you approach anything differently? If yes, what would you do and why?

4. What challenges did you encounter when having to work in a smaller scale with clay, while still having to show detail? How did you overcome those challenges?

5. Look at your piece, what do you think works well, visually? what could you do differently to improve it?

6. Has this project caused you to reflect upon your past, present and future, in terms of how you want to be remembered? Do you think art can make this possible? How?
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