**Title:** Wind Chime Project

**Lesson Prepared By:** Eva Camunas **Date:** March 17, 2020

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**Lesson Theme:** Happy Place

**Grade Level:** 6th grade

**Time:** 3 class periods, 60 minutes

**Lesson Overview:**

Students will learn about kinetic art and the artist Michio Ihara through a PowerPoint presentation followed by some brief discussion questions. Students will also observe examples of windchime art and consider the various purposes of windchimes. The project will consist of students constructing their own wind chime using clay.

**Challenge:**

Students will be challenged to develop creative-thinking and fine-motor skills as they use clay to design wind chimes. They will be challenged to consider what their “happy place” is and somehow express that in this project. In doing so, students will think about symbols and structures to convey what they believe their “happy place” to be.

**Visual Culture Component:**

When feeling stressed, scared, or sad, often someone will tell you to go to your “happy place.” A happy place is anywhere real or imagined that makes people feel at peace. Whether it be at the beach with family, at a park with friends, or alone in a bedroom, students all have their own “happy place” that they can mentally visit when in distress. Through this project, students will not only appreciate the kinetic art form, but they will use their past experiences, travels, or memories to express their favorite places.

**Virginia Standards of Learning:**

6.2 The student will exercise increasing skill and control in the use of media and techniques.

6.8 The student will use modeling, assembling, or carving to create three-dimensional works of art.

Science Standards of Learning

6.2 The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include

1. potential and kinetic energy

**Vocabulary:**

Kinetic Art: A form of art that depends on movement for its effect.

Ceramic: Made of clay and hardened by heat.

Slab: Clay that has been rolled into a sheet and can be manipulated into shapes.

Score/Slip: A technique used to attach pieces of clay together.

Wedging: Kneading clay with hands to remove the air bubbles out of a clay.

**Lesson Objectives:** Students will…

* Identify what kinetic art is.
* Discuss the work of Michio Ihara.
* Brainstorm ideas in their sketchbook.
* Create their own kinetic structure (wind chime) based on a place that makes them happy.
* Show their understanding of basic ceramic techniques to create their windchime.

**Historical/Cultural/Artist:**

Michio Ihara is a Japanese kinetic sculptor whose work had been exhibited in museums all over the world. His work is usually grand in scale and involves movement in response to natural forces. His studio is in Concord, Massachusetts.

**Image Descriptions:**

\*see PowerPoint and notes\*

**Lesson Procedures:**

Day One

(10 min.) When class starts, students will sit at the tables and the lesson will begin once everyone is seated and quiet. I will explain to the class that we will be learning about a new topic in art, along with a new artist, and begin a new project. I will then begin the PowerPoint presentation on Kinetic Art. I will define what kinetic art is and show some examples. Students will then learn about the artist, Michio Ihara, and observe some of his work. Throughout the presentation on kinetic art and Ihara, there will be a class discussion and I will ask some questions. From there, I will then begin to introduce the project and explain that students will be creating their own wind chime - a work of art that moves and produces sound in response to wind. I will show some examples of windchimes in the presentation and show some examples of student windchimes. I will explain the big idea about the project and end the presentation by asking students if they have any questions, comments, or concerns.

(10 min.) After the presentation, I will tell the students to get out their sketchbook and begin brainstorming their ideas for what they would like their windchime to look like. I will tell them to draw at least 3 thumbnail sketches of their wind chime and write a short paragraph explaining the “happy place” they have chosen and how they will express that place through their wind chime. I will give students a 2-minute warning to finish brainstorming in their sketchbook. When I announce the warning, I will explain that I will be doing a short demonstration on how to work with clay and some techniques on how to use clay to begin their windchimes.

After the two-minute warning, I will tell the students to stop what they are doing and close their sketchbook. I will then tell the students to gather around the demonstration table, where I will have some materials set out to work with.

In my demonstration, I will go over how to cut clay and begin wedging and rolling the clay. I will explain that they will roll the clay out to be about 1/4 inch thick. I will provide rulers. I will show the students how they can create shapes, carve clay, add texture, etc. to create their chimes using various pottery tools. I will tell the students to consider the size of their chimes and how these techniques go along with their happy place. I will also tell the students that they are welcome to use other non-clay materials for their chimes. I will also demonstrate how to create a hole in each of their chimes in order to string it and how to score/slip if they want to attach clay. After my demo, I will ask the students if they have any questions and then release them to get started. There will be a separate table where plastic bags of balls of clay will be sitting. I will tell the students to pick up one bag of clay to take to their seat. At each table, there will be about 2 caddies/ containers filled with pottery tools, 2 rolling pins, cookie cutters of various shapes, tools for adding texture, and rulers. The surface of the table will be covered with a canvas drape and there will also be 2 containers of water at each table. Students will be allowed to get started, using their brainstorm sketchbook for reference.

(35 min.) Students will have this time to roll out their clay, refine their ideas, experiment with the clay, and begin making the structures for their windchime. As the students work diligently, I will walk around and talk with students individually about their ideas and what they are envisioning for their wind chime. I will offer assistance/ advice with any student that has a question or is struggling. Throughout their artmaking time, I will remind students to refer to their “happy place” when constructing their chimes by asking questions such as: What does the place look like, smell like, sound like? How does your happy place make you feel (other than happy)-peaceful, excited, etc. Who/what is in your happy place? What is the weather like at this place? I will give the students a 10-minute warning until they must clean up. I will then give a 5-minute warning and explain that I will show them what to do for clean up when time is officially up.

(5 min.) I will announce to the class that time is up and they need to stop what they are doing, put down any materials, and look at me for directions. I will tell the students they need to do the following in order to correctly clean up:

-grab a Styrofoam plate to put any of their clay pieces/chimes or excess clay on and wrap it up with the plastic bag. I will tell them they need to wrap it to where the clay is not exposed to the air.

-sharpies and tape will be provided (in the caddies at each table) and students will write their name on a piece of tape and gently stick on their bags of clay.

-place their clay in the bags on a separate table/ counter space.

-dump any water that was used in a bucket specifically for clay water

-grab a damp paper towel and clean any pottery tools that were used.

-roll up the canvas cover and place with the caddies on the tables.

After students have cleaned up appropriately, they will be told to sit quietly until class ends. If there are a few minutes remaining, I will ask each table a question based on today’s lesson. Students will leave class.

Day Two

(2 min.) Students will be told to come into class and sit at their assigned seats. Once everyone is seated and quiet, I will explain that they will have a full class period to continue working on their wind chimes. I will tell the students at the start of class that they are expected to have ALL their clay pieces done and ready to fire by the end of class. All materials will be set out on the table and I will allow one table at a time to grab their wrapped clay and take it back to their seat.

(53 min.) Once the students have their clay and materials, they may begin working. I will walk around the class and assist any students they need help. I will remind students the big idea behind this project and that they must have at least 6 chimes done by the end of class. I will also remind students that their chimes must have a small hole somewhere on it in order to hang. As the students are working, I will give a 15 minute and 5-minute warning before they start to clean up.

(5 min.) I will announce to the class that time is up and they need to stop what they are doing, put down any materials, and look at me for directions. I will tell the students they need to do the following in order to correctly clean up:

-if not done already, students must carve their names or initials into each piece of clay.

-place their finished clay pieces on their Styrofoam plate with their name on it in Sharpie somewhere and place their plate on the separate table. They will not have to wrap it up because the clay needs to air dry.

-I will have a bag of clay out and students will place any excess clay they have in the bag.

-students will put their plastic bags that they used to wrap their clay in a container I will have out in order to be recycled.

-dump any water that was used in a bucket with a strainer specifically for clay water.

-grab a damp paper towel and clean any pottery tools that were used.

-roll up the canvas cover and place with the caddies on the tables. Make sure that all materials are in the caddies on the table.

After students have cleaned up appropriately, they will be told to sit quietly until class ends. I will plan for a one-day lesson in between classes so that all clay pieces have time to dry and are at room temperature.

Day Three

(10 min.) Students will be told to come into class and sit at their assigned seats. Once everyone is seated and quiet, I will explain to the students that they will have half a class period to glaze their pieces. I will first go over how glaze works and the materials that will be used. I will show the students where the glazes will be set out at and tell them that students may only use one glaze at a time. Water cups, paint brushes, and paper towels will be set out at each table.

(30 min.) Students will choose their glazes and paint their clay pieces. I will walk around and assist any student that needs help. I will give the class a 10-minute warning before they must clean up.

(5 min.) After the 10-minute warning, I will announce to the class that time is up and they need to stop what they are doing, put down any materials, and look at me for directions. I will tell the students they need to do the following in order to correctly clean up:

-dump any water that was used in a bucket specifically for glaze water

-wash any used paintbrushes

-place glaze pieces back on their Styrofoam plates in order to be fired again.

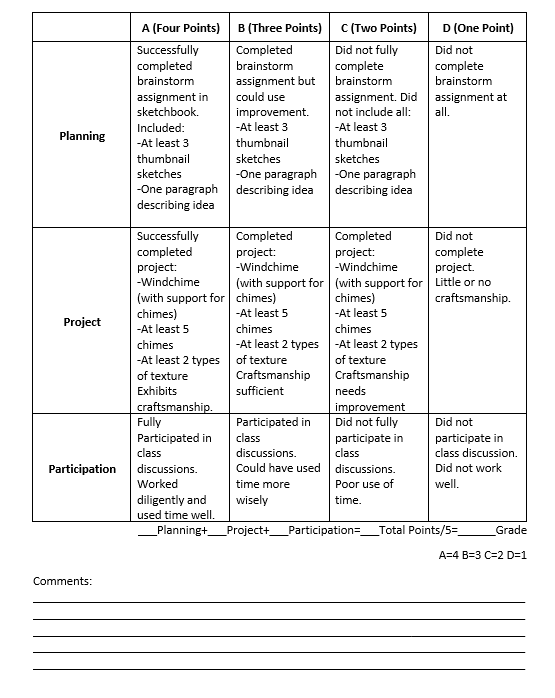
After students clean up and follow all directions, they will return to their seats and work on another activity/ project until class ends.

Day Four

(5 min.) Students will be told to come into class and sit at their assigned seats. Once everyone is seated and quiet, I will explain to the students that they will have half a class period to receive their glazed and fired clay pieces for their windchime. String, fishing wire, yarn, etc. and scissors will be made available and students will get to string their clay pieces together.

(20 min.) Once students have fully completed their wind chimes, we will take a few minutes of class to go outside if the weather is nice and hang the wind chimes in order to see the wind move them and create sound. After each student has had the experience of seeing their wind chime move outside, we will go back inside to class. Students will be instructed to carefully place their windchimes all together on a table in the classroom in order to be graded.

**Evaluation:**



**Materials and Preparation:**

* Clay
* Pottery carving tools
* Containers for water
* Rolling pins
* Cookie cutters, plastic utensils, spatula, other tools for decoration/texture
* Glaze and paintbrushes
* Branches, coat hangers, or wood
* Cardboard or Styrofoam plates
* String, yarn, or fishing line
* Scissors
* Canvas cover for tables
* Plastic bags to wrap clay
* Paper Towels
* Sharpie and Tape

**Resources:**

*Cdn.Shopify.Com*, 2020, https://cdn.shopify.com/s/files/1/0224/2585/files/Extruded\_Wind\_Chime\_16c264b9-b278-421e-b53c-fcd2bd9bcd18.pdf?7820239302317410134.

"Fun Art Activities: How To Make Windchimes". *Bright Hub Education*, 2020, https://www.brighthubeducation.com/middle-school-lesson-plans-the-arts/50488-clay-windchime-art-project/.

Murphy, Courtney et al. "Adaptive Art: Clay Wind Chimes". *Colorforeveryone.Blogspot.Com*, 2020, http://colorforeveryone.blogspot.com/2013/07/adaptive-art-clay-wind-chimes.html?m=1.

"Wind Chimes Art Project | Scholastic". *Scholastic.Com*, 2020, https://www.scholastic.com/teachers/lesson-plans/teaching-content/wind-chimes-art-project/.

**Special Populations:** Gifted and Talented

Accommodations for gifted/talented students may include providing more of a challenge within the project. In addition, I could have them assist me when doing demos or handing out materials. I will also let gifted/talented students assist any of their peers throughout the project. I want to support these students and provide them with appropriate activities. However, I DO NOT want to exclude them from the rest of the class or give them more work to do.

**Extra Materials:**

* PowerPoint Presentation
* Evaluation rubric