

Amulet Lesson

Author

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Lesson Overview

Using the computer as a reference, students will create an amulet with material (clay) that they are provided. Students will design four different amulets (with pencil and paper) after researching what an amulet is and what the meaning is behind them.

Objectives

- Students will be able to identify amulets from different cultures and customs.
- Students will be able to define and demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony and emphasis.

MA Standards

Visual Art

2.11 For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion of 3D space and volume.

6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history.

Materials

1. Paper
2. Pencil
3. Clay
4. Sculpting tools
5. Paint, glitter, and sequins (etc.)

Procedure

Lecture/Demonstration

With the use of lecture and student questioning, review/teach:

- Explain use of amulets and the process that artists use when creating a piece made from different materials.
- Using scrap paper students will design four different ideas for their amulets and pick the one that they like best.

- Go over use of different materials and key art terminology such as balance, repetition, rhythm, scale, proportion, unity, harmony and emphasis. Also look at ways of attaching different materials and the safety and cleanup procedures needed to complete project successfully.

Assessment/Evaluation

Assessment by Amulet Rubric (below) and completion of Amulet for display at Mount Greylock Regional School District.

Resources

WCMA Website

<http://wcma.williams.edu/>

Amulet Wiki

<http://www.ask.com/wiki/Amulet>

Jim Loy's Egyptology Pages: Egyptian Amulets

<http://www.jimloy.com/egypt/amulets.htm>

Amulet Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Form	The piece has a form that is interesting to look at from all sides. The relationship of the painting/finish to this form enhances the design. Good design principles were used to create the composition.	The piece is interesting to look at from at least three sides. The painting/ finish on the form are well thought out, but it doesn't relate to the form (follow the curves and angles of the form). Some good design principles are evident in the composition.	The piece is only interesting from one side. The painting/ finish looks out of place for the form. The design principles are not really being used in the artwork.	The piece form is uninteresting, flat, non-descript. The painting/ finish is completely out of place on that form. Design principles were not used consciously by the artist.
Craftsmanship	The piece shows considerable attention to construction. All items are neatly trimmed and are carefully and securely attached. There are no stray marks, smudges, or glue stains. Nothing is hanging off the piece.	The piece shows attention to construction. The items are neatly trimmed and are securely attached. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging off the piece.	The piece shows some attention to construction. Most items are neatly trimmed. Most items are securely attached. A few noticeable stray marks, smudges, or glue stains are present. Nothing is hanging off the piece.	The piece was put together sloppily. Items appear to be just \"slapped on\". Pieces may be loose or hanging off the piece. Smudges, stains, rips, uneven edges, and/or stray marks are evident.
Creativity	The idea used for the piece reflects an exceptional degree of creativity in the creation and display and additional personal objects were used to create this piece.	The idea used for the piece reflects creativity in the creation and display and personal objects were used to create this piece.	The idea used for the piece reflects some degree of creativity in the creation and display and additional personal objects may have used to create this piece.	The idea used for this piece does not reflect creativity and personal objects were not used to create this piece.

Interpretation	It is evident by the title of the piece what the artist is trying to convey in this art work. The art elements / principle of designs can be easily indentified.	It is evident by the short written explanation what the artist is trying to convey in this art work. The art elements/principle of designs are revealed in the written statement.	The written explanation is very loosely tied to the art work. It is possible to see a connection if you really stretch your imagination.	The artwork and written explanation don't go together at all. The artist was not at all clear.
Work Habits Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the piece. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student may have done some additional work at home.	Class time was not used wisely and the student put in no additional effort outside of class