

Sloss Furnaces - My Apprenticeship at Sloss: Lesson Plan

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| Title: | |
| | My Apprenticeship at Sloss |
| Estimated Time: | |
| | Pre-film introduction and discussion – 15 minutes Viewing film – 9 minutes Post-film discussion – 10 minutes Activity sheet -- 15-30 minutes |
| Grade Levels: | |
| | Grade 6-8 This lesson can be utilized for a variety of grade levels by targeting specific standards and asking grade-appropriate questions. |
| Concept/Topic: | |
| | Visual art; careers and training in visual arts; the iron casting process |
| Goal: | |
| | <ul style="list-style-type: none"> • Become familiar with the apprenticeship as a training method for learning a skill, art or craft. • Learn and use related vocabulary terms; use the vocabulary in writing about the process of cast-iron making. • Understand the importance the sequence of steps to create a final product. |
| Objectives: | |
| | <ul style="list-style-type: none"> • Students will identify materials and processes used in creating cast-iron products. • Students will become familiar with the activities of a visual arts apprentice using cast iron as her medium. • Students will investigate various careers that are available in the field of visual arts |
| Engage: | |
| | Ask students to identify a variety of media artists use in their work. Show students a piece of cast iron (pot, etc.) and ask them to identify the material used to create it. |
| Procedure: | |
| | <p>1) Introduce the video, My Apprenticeship at Sloss, to students. Discuss the importance of cast iron for making useful industrial products such as pipe. Briefly explain Sloss Furnaces' history and in particular the products made at Sloss during the 1900's. Note:</p> <ul style="list-style-type: none"> • Sloss was the company owner's last name. • Furnaces were needed to make molten iron. • Today, rather than making industrial products, Sloss Furnaces is home of the Sloss Metal Arts Program which employs and trains artists who use cast-iron as their "medium". Explain that there are many media for art, including clay, paint, fabric, computer graphics and cast-iron. |

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| | <ul style="list-style-type: none"> • Point out that the word media is plural for medium. • Note that the majority of professional artists must train and practice their art before becoming a professional. Introduce the main character, Rachael, a sixteen year-old Alabamian who was selected to be an apprentice at Sloss Furnaces. <p>2) Click on the 'Sloss- Industry to Art' icon in the APTPLUS Digital Media Library to view the video My Apprenticeship at Sloss in the classroom.</p> <p>3) After viewing the video, follow-up and clarify understanding through discussion. Here are a few suggestions to initiate follow-up discussion:</p> <ul style="list-style-type: none"> • In this video, what is the artist's medium? What other medium might a visual artist use to create art? • Do you think the process of making cast iron can be shortened? If so, which steps could be omitted and why? Students should conclude that for successful production, none of the steps could be omitted. • Besides an apprenticeship, are there other ways to train to become an artist? What are they? What are some advantages of doing an apprenticeship? |
| Extensions: | |
| | <p>1) Watch the additional video entitled Rachael's Final Project to allow students to learn about cast-iron art making in more depth.</p> <p>2) Suggest students visit the Sloss Furnaces Summer Youth Apprenticeship Program website for more information on the program: http://www.slossfurnaces.com/metal-arts/summer-youth-apprenticeship.html</p> |
| Evaluate: | |
| | <p>To reinforce and evaluate learning, have each student complete the My Apprenticeship at Sloss Activity Sheet. Allow each student to share the details of the product he/she designed.</p> |
| Materials: | |
| | <p>Dry-erase/chalkboard</p> <p>Activity Sheet for My Apprenticeship at Sloss</p> <p>Background Information Sheet for My Apprenticeship at Sloss</p> <p>Pen/pencil</p> |

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| | <p>Smart board or other device to show online video</p> <ul style="list-style-type: none"> • Markers and/or chalk |
| Course of Study: | |
| | <p>Arts Education (2006) Visual Arts Grades 6-8</p> <p>1.) Create works of art utilizing a variety of traditional and nontraditional media and techniques.</p> <p>1a.) Applying steps artists use in the production of art, including conceptualizing ideas and forms, refining ideas and forms, and reflecting on and evaluating both the process of production and the product.</p> <p>1b.) Applying the elements of art and principles of design to the production of two- and three-dimensional artwork.</p> <p>3.) Apply appropriate vocabulary in discussing a work of art.</p> <p>5.) Define the appropriate technical terminology in creating a work of art.</p> <p>7.) Describe historical and cultural influences on works of art.</p> |
| Author: | |
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