



1. Brief summary (overview and purpose) of the resource

This resource will help the art educator engage ceramic students with the mystery of the most Holy Trinity. It is difficult for us, as humans, to wrap our minds around the Trinity. We often use analogies to help ourselves grasp the concept. This activity uses art to help the students visualize this idea. Though we cannot fully come to understand how Father, Son, and Holy Spirit can be three separate persons, yet one God, this activity will help students explore this concept by creating three ceramic pieces that, when placed together, become one.

2. Title of resource

Three in One

3. Prepared by (please include your name and position, your high school, and its location)

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4. Click to choose the grade level.

If other, please explain (e.g., Grades 9- 10):

Upper Level Ceramics (Grades 10-12)

5. To insure correct Catholic teaching, please explain *in detail* Catholic support and/or evidence for your resource. If at all possible, please cite a Catholic document (for example, the [Catechism](#)).

The Nicene Creed is one place to start when discussing the Trinity. In this profession of faith we say we believe in Jesus being consubstantial with the God, the Father and in the Holy Spirit proceeding from the Father and the Son. The Catechism of the Catholic Church (CCC) dives deeper into the relationship of the Father, Son and Holy Spirit. Many parts of the CCC discuss the Trinity, some of the major sections are CCC Part One, Section Two, Chapter One, Paragraph Two (starts at CCC 232), as well as CCC 202 and CCC 684-686. There are also some references in the bible you can use when discussing the Trinity. For example, when Jesus sends his disciples to baptize the nations in Matthew 28:19 he tells them to baptize them in the name of the Father, and of the Son, and of the Holy Spirit. Some other examples of bible passages to explore the Holy Trinity are Genesis 1:26, John 14:26, 2 Corinthians 13:13, Matthew 3:16-17. and John 1: 1-3.

6. Common Core standard(s) fulfilled by resource. Please indicate the state (for example, Iowa) and the standard(s). For assistance, click <http://www.corestandards.org/standards-in-your-state/>.

From the Iowa Core Companion Visual Arts Alignments with the 21st Century Universal Constructs, Standards 1, 2, 3, 5, and 6

From the USCCB Doctrinal Elements of a Curriculum Framework Course II. Who Is Jesus Christ? Standards II:B:1 and II:C:1-3

7. Objective(s) of resource (please specify skill(s)/information that will be learned by the student)

Students will generate at least three ideas and propose which idea they think will work best and why. Students will demonstrate understanding of the trinity as three persons in one God by creating three ceramic pieces that fit as one, by contributing to class discussion, and by writing a reflection about how

their piece demonstrates the Trinity.

Students will demonstrate their ability to create ceramic pieces by manipulating materials and using elements and principles of art/design to create three pieces that structurally and aesthetically fit together as one.

8. Assessment(s) or steps to check for student understanding (please indicate if assessment is “formative” or “summative” or both)

Assessment is both formative and summative. During whole group discussion about the Trinity, the teacher will have checks for understanding and the students will also be assessed based on participation in discussion. Students will sketch at least three ideas and propose which they think is the best idea to the teacher. The student and teacher will then discuss strengths and weaknesses, possible modifications, possible flaws in design, etc. with their idea. The student will be assessed on the final outcome of the project, their participation in class critiques, and their personal reflection on their piece and the connection to the Trinity.

9. Activity (please describe the activity of this resource)

The teacher will introduce the Trinity by leading a discussion. The students should have discussed the Trinity Freshman year in their Who is Jesus Christ? Theology course. If not, then the teacher may want to invite a Theology teacher or a priest to visit with the class about the Trinity prior to this lesson. The teacher will lead the students to look at the Catechism, the bible, and the Nicene Creed to formulate discussion. The teacher will discuss how the Trinity is a mystery, something we can know something about, but not everything about. The teacher will talk about how we try to use analogies to help ourselves understand the Mystery of the Holy Trinity. The students will give example of analogies for the Trinity such as the shamrock, the three states of water, wife/daughter/mother, candle, etc. Then the teacher will present the ceramic project as a way to visualize the Trinity. The students will build three ceramic pieces made of the same substance (clay) that will fit together as one, yet be separate pieces. The students will first sketch their ideas, then present them to the teacher, revise their ideas as necessary and begin to build. They will build, fire, and glaze their pieces. At the end they will critique as a group and individually write a reflection about how their piece relates to the Trinity as well as how it turned out from a ceramic standpoint.

10. Materials or other supplies needed (e.g., art supplies, maps, internet access, specific software or APP(s), books, etc.)

Bible, CCC, Nicene Creed
Sketchbooks or paper
Pencils
Clay
Slip
Glaze
Basic Ceramic tools such as needle tools, loop and ribbon tools, ribs, forks, wire clay cutters, boards (to set pieces on), bags or plastic (to cover pieces in between sessions), sponges and paper towels (to keep pieces wet), etc.
Access to Kiln