

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed artwork, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

The first one being a pre-assessment to figure out... Who all has done pottery before? Who has done handbuilding before?

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

The students will take on the role of an art duplicator, and they are asked to copy a historical pot to be shown later in a show. Students will be intissed to become “Art Thieves” they need to recreate a pottery piece for an art show or to sell.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Students will be looking at and researching on their own about historical pottery. Through, researching the students will be able to come up with four thumbnail sketches of possible pots and then after viewing a demonstration of coil building the students will be able to coil build their one thumbnail sketch into creating one of their own pottery, based off the research they did, the pottery will be no larger than 7inches tall, minimum of 3in tall.

Students will be able to reflect and understand the history of pottery in different time periods, and see how cultures used pottery in history as a means of communication.

Students can create and build something out of clay, learning hand coordination, the ability to build something from hand, and the ability to properly utilize tools in creating something by hand.

Students will be able to use coil hand-building techniques to sculpt a 3-dimensional work of art with skill

Students can practice techniques (types of coils) to be applied to recreate a piece of pottery.

Students can apply techniques to re-create a work of art that is both functional and decorative.

The students will be able to create a miniature version of a historical vase/pot, with an outside decorative element of their choosing or creation.

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

The enduring understanding for this project is that students can practice looking and seeing artwork, being able to confidently build things with clay. Students will also be able to build upon motor skills using hand building.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.

Should be written as: Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

The students will be able to create a miniature version of a historical vase/pot, with an outside decorative element of their choosing or creation. Standards for this project will include;

Standard 1. **Observe and Learn to Comprehend:** After a short lecture about historical pottery the students will learn how people utilized pottery in ancient society. (**Bloom's 2.:**Understand;Explain ideas or concepts) **GLE 2.** Recognize and interpret works of art through the lens of time, place and culture.

Standard 2. **Invision and Critique to Reflect:** After the lecture students will be given time to brainstorm ideas for pottery by looking at references, to decide what vase to create, then brainstorm ideas for added decorations they would like on the side. (**Bloom's 4.** Analyze; Draw connections among ideas) **GLE 2.** Utilize appropriate vocabulary in the critical analysis of works of art. **Art learning:** Conceptual/ideation/personal grounding

Standard 3. **Invent and Discover to Create:** After the students brainstorm ideas, students will be able to start creating their final vases.(**Bloom's 6.** Create;Produce new or original work) **GLE 2.** Demonstrate technical skills and processes to achieve desired results. **Art Learning:** Materials(s)/technique(s)

Standard 4. **Relate and Connect to Transfer:** During the end half, after the pottery has been fired, students will be able to explain their vase, how it relates and connects to historical pottery. (**Bloom's 5.**Evaluate;Justify or stand a decision) **GLE. 2.** Identify where the visual arts and artistic thinking are present in the real world.

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both the end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

<p>Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)</p>	<p>Access (Resources and/or Process)</p> <p>ELL students will have access to the language objectives sentence starters written on the slideshow every class period</p> <p>Two sets of two rulers taped to each other to place on either side of clay being rolled out.</p>	<p>Expression (Products and/or Performance)</p> <p>This will help the students that are working on english having a statement for the language objective already written out and said aloud for them.</p> <p>Students that are struggling with rolling out clay can use two rulers on each side to help them roll out an even piece of clay for starting the base</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <p>Students that want to expand the idea of creating a historical pot can look at and research other pottery works that are similar or the same as their chosen art piece. They can write a short paragraph on the pottery.</p>	<p>Expression (Products and/or Performance)</p> <p>This will allow students to expand on the project of creating a historical pot and practice researching and writing about the history behind the pottery.</p>

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

coil building
score
slip
smooth
glaze

Literacy in this lesson will also be at the end of the lesson in the form of a short response questions on how the project went for them,

“What is one thing that you struggled with, during this project?”

“Name two things that you like about your final project”

and

“Did having the reference image help your building process? why or why not?”

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

Clay
chromebooks
wire
pottery tools
drawing paper
wooden boards
printed images of chosin pottery
plastic bags
Pre-mixed glazes

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

<https://docs.google.com/presentation/d/1gTA5UaN5aGcEJK48HGknmBWZTKGygRCpVmeIIBSIehI/edit?usp=sharing>
<https://docs.google.com/document/d/1CyqpHVQZoDXyrtYVnOwka9o476Tcu2n7Pf0-t76W6Ek/edit?usp=sharing>

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Clay
- Powerpoints for that days work
- Getting the materials laid out on the tables for groups to access
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Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issues in a bulleted format.**

“Clay Etiquette

(Etiquette: a code of accepted behavior)

1. Keep clay in your hands and on the table
 - Throwing clay will not be tolerated
2. Use tools as they were intended
 - Do not stab, bend, break
3. Touch only your own project
 - unless someone asks for help
4. Return unused clay to the class bag
 - Not the sink, floor, trash, your pocket”

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student’s interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

Students will be intissed to become “Art Thieves” they need to recreate a pottery piece for an art show or to sell.

How accurately can the students recreate or duplicate a chosen pottery piece?

Will the students be able to explain at the end of the project, how their pot was created, and what it/ their project means to them?

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions and processes you will engage students in to help them develop ideas and plans for their artwork.

Creating thumbnail sketches during the research process, deciding on which pot they wish to recreate

Drawing out sketches during the creation process to help lead them in the crafting of the pot using coils

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

<p>Day 1 (1/23/2020)</p>	<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <p>Class time: 1hr 4min</p> <ul style="list-style-type: none"> - Start by introducing the lesson through a form of powerpoint presentation - Have students research and ideate what they want to create after looking and researching pottery. - Students will still be given time to research and draw thumbnails, but for motivation will watch a teacher demo on how to prep, roll out and handle clay for coil building. - Clean up the materials for the teacher, showing students proper cleaning up. - Rest of class is for more ideation and students clean up 	<p>Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND</p> <p>During the intro, and lecture about the project students will take notes in their sketchbooks</p> <ul style="list-style-type: none"> - Students will begin looking at pottery during any time period, and create 4 thumbnail sketches of what they want to do. - Students will then watch a short intro (motivation) demo on how to roll out, handle and prepare clay for coil building - Students will watch the first demo on how to clean up clay and tools properly. - Rest of class to clean up workstations, and continue short ideations of thumbnails. Due at the end of the next class. 	<p>Time</p> <p>5min</p> <p>30min</p> <p>5min</p> <p>5min</p> <p>TDB remaining min</p>
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<p>Day 2 (1/24/2020)</p>	<p>Day 2...work day</p> <ul style="list-style-type: none"> - Teachers will start out again by giving them clay rules and etiquette, how to gather materials, and overall expectations with clay. - Instruction on who is getting materials, (water cups, tools, ect.) will be shown on the slideshow - Showing students how to make a coil, attach a coil using (Score,Slip,Smooth) method - Showing students how to look at their pottery images, and determining do they need to go in or out <ul style="list-style-type: none"> - Then also showing students how to build coils in and out to create shape - Giving students time to work on building up (in&out) on their pots - Teacher shows shows students proper cleanup of materials again. - Rest of class is for more ideation and students clean up 	<ul style="list-style-type: none"> - Students will be introduced again to clay rules, how to gather materials, and overall continued expectations - Seat numbers will get the materials needed to start out clay every day, (ex, Seat 1 will get water cups, Seat 5 gets pottery tools) - Students will then watch and listen to the teacher show and explain how to build coils up and out, or in and out from the base, building coils. <ul style="list-style-type: none"> - Students will also learn by listening and watching the teacher shape coils to match the shape of their pottery images. - Students will have work time for building and looking at their reference images to recreate their chosen pottery - Students watch again how the teacher explains and shows how to clean up pottery tools, then students will clean up their own materials - Students that finish cleanup early can work on drawing an outline for what all they will work on next class. 	<p>5min</p> <p>10min</p> <p>40min</p> <p>7min</p> <p>TBD if time remains</p>
<p>Day 3-9 (1/27/2020) through (2/3/2020)</p>	<ul style="list-style-type: none"> - Start class with possible announcements that need to be addressed about last class or the project. <ul style="list-style-type: none"> - Showing them the Learning Objective, Language Objective, and Assessment for Learning 	<ul style="list-style-type: none"> - Students will come in and wait to listen to announcements some days. It might be important relating to the project or just about behavior or messiness from last class. 	<p>5min</p>

	<p>Lesson below Only for (1/30/2020)</p> <ul style="list-style-type: none"> - Mini “Travel the World” Activity for students to do <ul style="list-style-type: none"> - Teachers will set up 6 stations with pottery from listed countries above, having students place images of pottery in locations they think it belongs too. - Short class sharing on why they placed it where they did - The teacher will give a short lesson about pottery and its importance with multiple cultures from Greek/Roman pottery, Asian pottery, Native American pottery, African, into the 19th and 20th century European - Time for students to independently gather material needed from last classes. - Giving students time to work on building up (in&out) on their pots - Giving students time to clean up - Rest of class is for more ideation and students clean up <hr/> <p>Glazing Days:</p>	<ul style="list-style-type: none"> - Students at their table groups will have 2 images to decide what countries they belong too, (Greek/Roman, Asian, Native American, European, African, Latin America) - Afterwards students will listen to a short lesson about each countries pottery history (very brief) and why it's important to look at all types of pottery across the world - Students will gather materials by chosen people at their tables, they can get their own tools, projects and folders independently after the teacher says work time begins. - Students will have work time for building and looking at their reference images to recreate their chosen pottery - Students that finish cleanup early can work on drawing an outline for what all they will work on next class. <hr/>	<p>10min</p> <p>15min</p> <p>5-6min</p> <p>22min</p> <p>7min</p> <hr/>
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	<p>(students are already familiar with Glaze from 6th grade)</p> <ul style="list-style-type: none"> - Teacher will give in the announcements a brief refresher on how to use glazes (rules included) - Making sure to mix the glazes before we apply them to pottery - Allowing students time to work on painting pottery after its dried - Teacher shows students proper cleanup of materials again. - Rest of class is for more ideation and students clean up 	<ul style="list-style-type: none"> - Students will listen and watch a short brief refresher on how to use glazes <ul style="list-style-type: none"> - While being mindful of the rules that are in place for using glazes. - Mixing the glaze before applying to students pottery - Students will let pottery dry the day after they finish forming the pottery, then they can start glazing after its dry or semi-dry - Students watch again how the teacher explains and shows how to clean up pottery tools, then students will clean up their own materials - Students that finish cleanup early can work on drawing an outline for what all they will work on next class. 	<p>5min</p> <p>2min</p> <p>40min</p> <p>3min</p> <p>7min</p>
<p>Final Day Wednesday (2/5/2020)</p>	<p>35 min period</p> <ul style="list-style-type: none"> - Pottery should be glazed and fired by the time for gallery walk and critiques - Teacher starts class off with announcements and overview of the class for the day <ul style="list-style-type: none"> - Students will visit 3 tables giving feedback to 3 people - Gallery walk is started and the teacher leads the class through this using the slideshow 	<ul style="list-style-type: none"> - Student will listen to announcements/overview of the class for that day - Students will then have their pottery pieces at the tables for view, walking around and writing written responses to what they like about peers artwork 	<p>5min</p> <p>17min</p>

	<p>and verbally telling students when to switch tables.</p> <ul style="list-style-type: none"> - Students will visit 3 tables giving feedback to 3 people - Teacher will collect each students responses that have peer feedback on them, with written (semi-formal) personal responses on the bottom answering questions, <p>“What is one thing that you struggled with, during this project?” “Name two things that you like about your final project” and “Did having the reference image help your building process? why or why not?”</p>	<ul style="list-style-type: none"> - Students will visit 3 tables giving feedback to 3 people - Students will look at the responses that have from peer feedback, then personally at the bottom of the page have written (semi-formal) personal responses answering questions, <p>“What is one thing that you struggled with, during this project?” “Name two things that you like about your final project” and “Did having the reference image help your building process? why or why not?”</p>	<p>13min</p>
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Student reflective/inquiry activity:
Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

I will have the students write a brief reflective activity for personal glows (2 things they did well on) , one thing they struggled with during this project, and if the reference images helped them.

“What is one thing that you struggled with, during this project?”
“Name two things that you like about your final project”
and
“Did having the reference image help your building process? why or why not?”

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Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?	Post-Assessment Instrument: How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.
<p>Students will be able to create coil built pottery based on historical pottery, and create a personal, deliberate design on the outside to show the students artistic vision and design.</p> <p>Students will be able to create a vase using coil building with clay to create a vase.</p> <p>Students will be able to paint with glaze their artistic vision and design.</p> <p>Every student will be able to: Create a vase that copies or replicates one or more historical pottery works</p> <p>I can: look at a historical pottery, replicate it to the best of my ability, and paint with deliberate care my artistic vision.</p> <p>This means: That I understand how to coil build in pottery, different locations that pottery came from throughout history, and look (pay attention) at the details to recreate a work of art.</p>	<p>The second assessment will be before they create the figure painting on the side of the pottery, they will have 4 thumbnails to complete, and turn into me showing with a star the one that they want to do. These thumbnails can be about a myth they researched on, or a personal story they want to depict through figures.</p>

Self-Reflection:
After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteaching content, etc.)

Overall the lesson went well, I think for the future some things I would change would be to focus on three different areas of the world that did pottery, and having already printed out copies of different pottery pieces for the students to pick from for the projects. Rather than letting them research and explore pottery works on their own, since I did have a number of students doing pottery pieces that were not historical. Utilizing stations for the glaze work was very efficient for me as the teacher and for the students to be able to move around during class time from station to station so they can get more social interaction with others peers in class.

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

8/9/15 Fahey