

**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 art work, 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.

1. Can students explain how art history, world cultures, and art vocabulary relate to their art and the artwork of others.
2. Can students plan and personalize their artwork through including their own cultural and community experiences.
3. Can students use materials and technology to correctly demonstrate technique when creating their artwork.
4. Can students apply visual literacy skills by using the inherent characteristics of art to create art with personal meaning.

**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)

Vessels have been a large part of history as we know it. Ceramic vessels have been used to hold almost everything imaginable. You are going to be creating a vessel using the coil technique. As you create your personal clay vessel think about what specific use or meaning it may have in our contemporary culture. As you do this think about how our culture could be discerned through study of your vessel by future archaeologists and art historians.

**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.**

Symbol  
Culture  
Patterns  
Composition  
Influence

**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, transferable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.**

Culture has a large influence on symbols, patterns, functions and composition in art.

**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)

1. After a presentation on the Egyptian, Greek, and Inca use of vessels, TSWBAT explain how art history, world cultures, and art vocabulary relate to their art and the artwork of others. (Bloom's: Understand - Standard: Observe and Learn to Comprehend - GLE: # 2 -Art learning: historical/Multicultural Content -Numeracy, Literacy, and/or Technology)
2. Given planning time TSWBAT plan and personalize their artwork through including their own cultural and community experiences. (Bloom's: - Creating Standard: Relate and Connect to Transfer - GLE: # 2 -Art learning: Conceptual/Ideation?Personal Grounding -Numeracy, Literacy, and/or Technology)
3. Given clay and clay tools TSWBAT use materials and technology to correctly demonstrate technique when creating their artwork. (Bloom's: Applying - Standard: Invent and Discover to Create - GLE: # 2 -Art learning: Materials/Techniques -Numeracy, Literacy, and/or Technology)
4. Given an artist statement sheet TSWBAT apply visual literacy skills by using the inherent characteristics of art to create art with personal meaning. (Bloom's: Applying - Standard: Envision & Critique to Reflect - GLE: # 1 -Art learning: Expressive Features and Characteristics of Art/ Critical Reflection -Numeracy, Literacy, and/or Technology)

**Differentiation:**

Explain **specifically** how you have addressed the needs of exceptional students at both 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.**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	KWL chart or concept map	Work in pairs to create their piece of art work. Students can use bowls to shape their vessel if they are having trouble creating the shape without a support
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Do research to find out more about vessels to learn more.	Add a lid or base to vessel if students feel like their project needs more elements

**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:the hand building technique that students will be using to build their vessels.

Vessel:a hollow or concave utensil, as a cup, bowl, pitcher, or vase, used for holding liquids or other contents.

Canopic: Jars used in the Mummification process to hold organs for safe travels to the afterlife.

**Black Figure:** A decoration technique that was used in Greece to decorate the surface of vessels used in daily lives. Figures will be painted black onto the red of the clay.

**Red Figure:** similar to Black figure but the inverse. Figures are emphasised with a black background. Figures will be red as they are exposed clay.

#### **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  
Clay tools  
Slip  
Water  
Table mats

#### **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.**



Imsety



Hapy



Duamutef

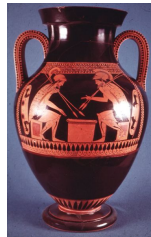


Qebehsenuef

<http://www.ancientegypt.co.uk/mummies/story/page7.html>



Black figure



Red figure

<http://classics.unc.edu/academics/courses-2/clar-244/image-directory/archaic-period-images/archaic-period-vase-painting-and-other-art-images/>



<http://www.metmuseum.org/toah/works-of-art/1979.206.1149/>

#### Preparation:

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

Power point

Small info sheet

Clay (wedge/cut into manageable pieces)

Concept Map Worksheet-

#### Safety:

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

Do not mess around with tools they can be sharp and injure yourself or classmates.

Do not throw clay/eat clay

#### 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.

- In early Egypt ceramic vessels, Canopic Jars, were used in the mummification process. These jars would hold specific organs that the Egyptians thought were important, and the jars were used to keep them safe for the after life. Imsety the human-headed god looks after the liver. Hapy the baboon-headed god looks after the lungs. Duamutef the jackal-headed god looks after the stomach. Qebehsenuef the falcon-headed god looks after the intestines.
- Greek Vessels were used for functional purposes such as holding wine and oil meaning many vessels had the same shape. What made vessels unique was their surface decoration. One decorative style was known as black-figure and the subsequent red-figure technique. Vase painters decorated the surface of the pots with figurative scenes from mythology in black silhouette. In this black-figure style, detail is achieved by incising lines within the silhouette to allow the reddish clay to show through.
- Pre-Columbian pottery was used for religious ceremonies, much like the Egyptians. Inca artists took much of their inspiration from nature. An example is an Inca Ritual Vessel that was used to ritually pour sacred liquid onto the Earth to ensure plentiful crops. This container has

a bowl within the bowl, and each bowl is self contained so each can hold a different liquid. Each animal on the vessel represents and important piece of the Inca culture. The long-necked seabird may symbolize the ocean in the west, the llama the high Andes mountains in the center, and the feline the rainforest in the east.

#### 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.

After looking at the above cultures what were some differences between how vessels have been used?

Which use did you find most interesting? Why?

List 5 you want your vessel to hold Create at least two drawings of surface decorations that could communicate this intended function.

#### 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

Day	Instruction - The teacher will... (Be <b>specific</b> about what concepts, information, understandings, etc. will be taught.) <b>Identify instructional methodology. KNOW (Content) and DO (Skill)</b>	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be <b>specific</b> about what will be the <b>intended result</b> of the instruction as it relates to learning.) <b>UNDERSTAND</b>	Time
1	<ol style="list-style-type: none"> <li>1. Take attendance and have students answer pre-assessment questions on sticky note. Then get sketchbooks out and write vocabulary word in sketchbook. "Vessel: a hollow or concave utensil, as a cup, bowl, pitcher, or vase, used for holding liquids or other contents."</li> <li>2. Discuss answers to pre-assessment. Explain that there will be a post assessment at the end of class.</li> <li>3. Give presentation on how vessels have been used in different cultures around the world and through time. <ol style="list-style-type: none"> <li>a. Slide One: <ol style="list-style-type: none"> <li>i. History <ol style="list-style-type: none"> <li>1. Pottery was the first functional art to emerge during the Upper Paleolithic period. Like cave painting, as well as other types of prehistoric art, the invention and development of pottery is a reflection of social, economic and environmental conditions -</li> </ol> </li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Thinking independently</li> <li>2. Making plausible inferences</li> <li>3. Listening critically</li> </ol>	<ol style="list-style-type: none"> <li>1. 9:13/11:06</li> <li>2. 9:18/11:11</li> <li>3. 9:22/11:15</li> </ol>

	<p>many of which are still poorly understood - and a significant indicator of a society's cultural development.</p> <p>b. Slide two:</p> <p>i. Egyptian Canopic jars</p> <p>1. Used to hold organs that the Egyptians thought would be needed in the afterlife. These Jars kept the organs safe. Each jar has a specific God associated with it. Imsety the human-headed god looks after the liver. Hapy the baboon-headed god looks after the lungs. Duamutef the jackal-headed god looks after the stomach. Qebehsenuef the falcon-headed god looks after the intestines.</p> <p>c. Slide three:</p> <p>i. Greek</p> <p>1. Greek vessels were used for daily purposes but were decorated to depict myths or events that were thought to be important. Decorated using black and red figure painting techniques</p> <p>d. Slide four:</p> <p>i. Pre-Columbian/Inca</p> <p>1. Inspiration comes from Nature. Vessels used in religious ceremonies, much like the Egyptians. Shown is an example is an Inca Ritual Vessel that was used to ritually pour sacred liquid onto the Earth to ensure plentiful crops. This container has a bowl within the bowl, and each bowl is self contained so</p>		
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	<p>each can hold a different liquid. Each animal on the vessel represents an important piece of the Inca culture. The long-necked seabird may symbolize the ocean in the west, the llama the high Andes mountains in the center, and the feline the rainforest in the east.</p> <p>e. Slide five:</p> <p>i. Vocabulary</p> <ol style="list-style-type: none"> <li>1. <u>Coil building</u>: The technique of building ceramic forms by rolling out coils, or ropes, of clay and joining them together with the fingers or a tool.</li> <li>2. <u>Black Figure</u>: Characterized by silhouetted figures painted in black slip on a red clay body with details incised into the design.</li> <li>3. <u>Red Figure</u>: Characterized chiefly by figurative representations in red against a black-slip background with details painted in the design.</li> <li>4. <u>Canopic Jars</u>: A covered urn used in ancient Egyptian burials to hold the entrails from an embalmed body.</li> </ol> <p>f. Slide six:</p> <p>i. Objectives/requirements</p> <ol style="list-style-type: none"> <li>1. You will be creating a vessel that... <ol style="list-style-type: none"> <li>a. must be made to hold a specific object</li> <li>b. must be at least 7 inches, can be tall or wide</li> <li>c. must have surface decoration that represents its contents</li> </ol> </li> </ol>		
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	<p>4. Have students share out things that are important to them. What will your vessel hold and how will this be represented through surface decoration? Egyptians used Specific Gods that were placed with specific organs. Greek vessels held everyday objects while the surface decorations depicted scenes from daily life and mythology. The Inca used many of their vessels for religious ceremonies. Students will be given time to fill out concept map worksheet.</p> <ol style="list-style-type: none"> <li>Family?</li> <li>Friends?</li> <li>Sports?</li> <li>Special Objects?</li> </ol> <p>5. Once students finish filling out the concept map worksheet they will staple it into their sketchbook. On the next open page they can sketch out their vessel using the surface designs they just created on their concept map worksheet. Students should be thinking about the following questions as they design their vessel. ( need at least one detailed front and back sketch of their vessel before the end of class)</p> <ol style="list-style-type: none"> <li>Will their coils be visible or smoothed out?</li> <li>What will the vessel be used to hold?</li> <li>What kinds of surface decorations will be used? How will these relate to what the vessel is used for?</li> <li>What kinds of colors will be used in the surface decoration?</li> </ol> <p>6. Reflection discussion “Reflection of how the sketching/designing is going. Have they helped you to get a solid idea of what you want to do with your vessel? Do you think you will use one of the surface designs that you created today? Why or why not? What will you change about it?” and put sketchbooks away</p> <p>7. Post assessment; ticket out the door. End of class</p>	<p>4. Practicing Socratic discussion</p> <p>5. Generating solutions</p> <p>6. Thinking precisely about thinking</p> <p>7. Comparing and contrasting ideals with actual practice</p>	<p>4. 9:42/11:35</p> <p>5. 10:07/12:00</p> <p>6. 10:27/12:20</p> <p>7. 10:31/12:26</p>
Day 2	<p>1. Take attendance and students will answer inquiry question. “ How did the vessels from last class influenced your surface design ideas?” Pass out clay. Put clay in ziplock bag and join me at middle table.</p>	<p>1. Thinking independently</p> <p>2. Listening critically</p>	<p>1. 9:13</p> <p>2. 9:20</p>



	<ol style="list-style-type: none"> <li>2. Students will be given a demo on how to create a base for their vessel.               <ol style="list-style-type: none"> <li>a. Coil a base</li> </ol> </li> <li>3. Students will be given a demo on how to smooth coils on the inside of their vessel as well as the outside.</li> <li>4. Students will be given work time.</li> <li>5. Put clay projects in damp closet. Wipe tables down with wet sponge. Then spray with spray bottles, then wipe with paper towel.</li> <li>6. Reflection discussion “How is the project going so far? What do you like about your vessel so far? Do you want to change anything?”</li> <li>7. End of class. Push in stools</li> </ol>	<ol style="list-style-type: none"> <li>3. Listening critically</li> <li>4. Thinking independently</li> <li>5. Exercising fair-mindedness</li> <li>6. Comparing and contrasting ideals with actual practice</li> </ol>	<ol style="list-style-type: none"> <li>3. 9:25</li> <li>4. 9:35</li> <li>5. 10:15</li> <li>6. 10:25</li> <li>7. 10:31</li> </ol>
Day 3	<ol style="list-style-type: none"> <li>1. Take attendance and answer inquiry question. “What are ways you could stay motivated during the process of creating your coil vessel?”</li> <li>2. Work day.</li> <li>3. I have cut the block of clay into smaller pieces. You can grab your own clay when you need it but only take one piece at a time.</li> <li>4. Before working everyone grab a mat. This will make cleanup easier.</li> <li>5. Clean up. Leave your pieces on the wooden block when you place them in your bag. Put into damp cabinet</li> <li>6. Wipe of all mats with sponge.</li> <li>7. Wring out sponges, wipe tables, spray with terminator, then re-wipe with paper towels. I will come around a double check table to make sure they are as clean as possible for the next students. Push in stools</li> </ol>	<ol style="list-style-type: none"> <li>1. Thinking independently</li> <li>2. Generating or assessing solutions</li> <li>3. Thinking independently</li> <li>4. Exercising fair-mindedness</li> <li>5. Thinking independently</li> <li>6. Exercising fair-mindedness</li> <li>7. Thinking independently</li> </ol>	<ol style="list-style-type: none"> <li>1. 9:13</li> <li>2. 9:20</li> <li>3. 9:45</li> <li>4. 10</li> <li>5. 10:15</li> <li>6. 10:25</li> <li>7. 10:31</li> </ol>
Day 4	<ol style="list-style-type: none"> <li>1. Take attendance and answer inquiry question. “How will your surface design communicate the intended use of your vessel?”</li> <li>2. Begin surface designs. Show a video on how to cut out large pieces of clay to create holes. Show video on how to carve into clay.</li> <li>3. Work Day</li> <li>4. Put any clay that you are carving out into slip jars.</li> <li>5. put clay into kiln room to dry out over the weekend</li> <li>6. wipe off mats, put some water into slip jars</li> <li>7. Wring out sponges, wipe tables, spray with terminator, wipe with paper towels. Push in stools</li> </ol>	<ol style="list-style-type: none"> <li>1. Thinking independently</li> <li>2. Listening Critically: the art of silent dialogue</li> <li>3. Generating and assessing solutions</li> <li>4. Exercising fair-mindedness</li> <li>5. Thinking independently</li> <li>6. Exercising fair-mindedness</li> <li>7. Thinking independently</li> </ol>	<ol style="list-style-type: none"> <li>1. 9:13</li> <li>2. 9:25</li> <li>3. 10:15</li> <li>4. 10:20</li> <li>5. 10:25</li> <li>6. 10:27</li> <li>7. 10:31</li> </ol>

Day 5	1. Take attendance and answer inquiry question. “Why are you choosing the colors of glaze? What are your expectations for your final glazed pottery?”	1. Thinking independently	1. 9:13
	2. Get tables set up with help of students. Each table should have newsprint place mats. Each table will be used for a specific color.	2. Exercising Fair-mindedness	2. 9:20
	3. Run your vessel underwater.	3. Listening critically: art of silent dialogue	3. 9:30
	4. You must apply three thick layers of glaze to your piece. Remember to leave the foot unglazed. And leave at least 1 inch at the bottom unglazed to avoid your piece becoming stuck to the kiln shelf.	4. Making connections	4. 9:35
	5. Work day	5. Thinking independently	5. 10:15
	6. Put vessels into the kiln room.	6. Thinking independently	6. 10:20
	7. Put lids on glaze. Put it up on shelf by chalk board. Throw away the newsprint. Wipe tables with sponges. Spray with terminator, then wipe with paper towel.	7. Exercising fair-mindedness	7. 10:28
	8. Push in stools, dismissed	8. Exercising fair-mindedness	8. 10:31

**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.)

First day: Reflection of how the sketching/designing is going. Have they helped you to get a solid idea of what you want to do with your vessel?  
Do you think you will use one of the surface designs that you created today? Why or why not? What will you change about it?  
Second day: How is the project going so far? What do you like about your vessel so far? Do you want to change anything?

**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.

1. After a presentation on the Egyptian, Greek, and Inca use of vessels, were students able to explain how art history, world cultures, and art vocabulary relate to their art and the artwork of others.
2. Given planning time were students able to plan and personalize my artwork through including their own cultural and community experiences.
3. Given clay and clay tools were students able to use materials and technology to correctly demonstrate technique when creating their artwork.
4. Given an artist statement sheet were students able to apply visual literacy skills by using the inherent characteristics of art to create art with personal meaning.

Rubric for Coil Vessels

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Standard	Advanced - 4	Proficient - 3	Developing - 2	Basic - 1
<b>Observe &amp; Learn to Comprehend</b> [Practice] Standard 1 GLE 2	I can effectively explain the influence art history, world cultures, and art vocabulary in the artwork of others and demonstrate their influence in my own art.	I can explain how art history, world cultures, and art vocabulary relate to my art and the artwork of others	I can for the most part explain how art history and art vocabulary relate to my art and the artworks of others but I may need support to do so.	On occasion I can explain how art vocabulary relates to my art and the artwork of others but I may need support communicating how art history and world cultures relate to art.
<b>Relate &amp; Connect to Transfer</b> [Planning] Standard 4 GLE 2	I can effectively plan and personalize my artwork to authentically connect my own cultural and community experiences.	I can plan and personalize my artwork through including my own cultural and community experiences.	I can for the most part plan and personalize my artwork by including my own cultural and experiences but I may need support to do so.	On occasion I can personalize my artwork through including my own experiences but I may need support planning and including experiences that relate to my community and culture.
<b>Invent &amp; Discover to Create</b> [Application] Standard 3 GLE 2	I can effectively use materials and technology to successfully demonstrate technique when creating my artwork.	I can use materials and technology to correctly demonstrate technique when creating my artwork.	I can for the most part use materials and technology to demonstrate technique when creating my artwork but I may need support to do so.	On occasion I can use materials and technology when creating my artwork but I may need support demonstrating technique.
<b>Envision &amp; Critique to Reflect</b> [Artist Statement] Standard 2 GLE 1	I can effectively apply and reflect on the use of visual literacy skills by utilizing the inherent characteristics of art (elements & principles) to create and connect artwork with personal meaning.	I can apply visual literacy skills by using the inherent characteristics of art (elements & principles) to create art with personal meaning.	I can for the most part apply visual literacy skills by using the inherent characteristics of art (elements & principles) to create art with personal meaning but I may need support to do so.	On occasion I can create art with personal meaning but I may need support applying visual literacy skill through the inherent characteristics of art (elements & principles).

#### 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, reteach content, etc.)

At the end of this lesson all students had a coil vessel. Each student was able to use the coil building technique successfully meaning they were also able to master or employ the slip and score technique. While students were able to build vessels not all students were able to make them personally relevant to themselves. I think that if I were to teach this lesson again I would put a larger emphasis on making sure that the vessel was personally relevant to the students which would also eliminate the possibility of the vessels looking very similar.

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