

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 describe what clay is and what it is used for?
2. Can students describe how to shape clay into a form?
3. Can students form pinch pots?

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)

Students will create a small bird shaped pinch pot.

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.**

Technique
Shape
Observation
Improvisation

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

Art techniques can be used to create shapes from observation and improvisation.

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)

Standard # 1: Observe and Learn to Comprehend GLE # 1: Artists and viewers recognize characteristics and expressive features within works of art(Texture, Form, Shape, Color)

Standard # 2: Envision and Critique to Reflect GLE #1: Identify that art represents and tells the stories of people, places, or things. (Bird)

Standard #3: Invent and Discover to Create GLE #1: Create two- and three-dimensional works of art based on personal relevance

1. After a short intro to clay and where it comes from, SWBAT describe the use of clay and why some artists might choose it over drawing or painting.
(Bloom's: Understanding - Standard: Invent and Discover to Create - GLE: # 1 -Art learning: Material and Techniques -Numeracy, Literacy, and/or Technology)
2. During a demo on how to create pinch pots, SWBAT recall and explain the steps of using clay to create a three-dimensional object. **(Bloom's: Remembering - Standard: Envision and Critique to Reflect- GLE: # 1 -Art learning: Material and Techniques -Numeracy, Literacy, and/or Technology)**
3. Given a ball of clay and work time, SWBAT implement pinch pot building techniques to create a three-dimensional bowl. **(Bloom's: Applying/creating - Standard: Invent and Discover to Create - GLE: # 1 -Art learning: Materials and Techniques -Numeracy, Literacy, and/or Technology)**
4. After pinch pots are formed, SWBAT create a beak and tail by pinching and pulling clay from the edge of pot. **(Bloom's: Create - Standard: Invent and Discover to Create - GLE: # 1 -Art learning: Material and Techniques -Numeracy, Literacy, and/or Technology)**
5. After learning about texture and given clay tools, SWBAT create texture to their pinch pots and describe how it is an expressive feature and characteristic of art.
(Bloom's: Create- Standard: Observe and Learn to Comprehend - GLE: # 1 -Art learning: Expressive Features and Characteristics of Art -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.**

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process) students can shape birds differently	Expression (Products and/or Performance) Students can decide what kind of texture they want to add to their bird form
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

	Students can add feet to their birds	Students can color birds using mediums other than watercolor
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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.
Form- 3D; something you can see from all sides Clay- Dirt and minerals mixed with water; Colorado soil Texture- the way something feels; what would a bird feel like Kiln- really hot oven that cooks clay to make it really hard

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-Fork, Knife, end of paint brush Shell Molds Plastic Pipe Cleaners Pony beads watercolors paper bags markers newspaper

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.
Large flip book on form

Preparation: What do you need to prepare for this experience? List steps of preparation in a bulleted format.
Prep balls of clay for students to use for their pinch pots Prep examples of the end product Fire kiln

Safety:

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

To stay safe we need to keep the clay away from our mouths as well as we need to keep clay at our table-no throwing clay or clay tools at eachother

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.

Have you ever played in the dirt? Well if you have then you have probably worked with clay! Clay is a type of really, really, really, fine or small kind of dirt that is mixed up with water and some other minerals. Clay feels a lot like playdoh-it's squishy, soft, and wet. You can make a lot of things with clay. What are some things ou might be able to make with clay do you think?

What is form? Am I a form? Are you a form? How do you know? A form is something you can see from all sides and angles. What are some other forms you can think of?

This week we are going to be using CLAY to be making FORMS.

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.

What is clay

What is form

What can you make out of clay

How do you know if something is a form

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 specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	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	Time
1	<ol style="list-style-type: none"> Colorado dirt is clay. Our soil is made out of clay so if you going digging you will find clay! But in other places like Florida or New York you won't find the same kind of clay there. Form-Something that is not flat; Three-dimensional;some forms are artwork and some are not 	<ol style="list-style-type: none"> Listening Critically:the art of silent dialogue Clarifying and analyzing the meanings of words 	<p>(45 Minutes)</p> <ol style="list-style-type: none"> 5 minutes 5 minutes

	<ol style="list-style-type: none"> 3. Very special oven to cook clay to make it super strong! It gets way hotter than your oven at home-clay oven called a kiln. 4. A lot of things are made of clay and out of different kinds of clay. There is clay made out f salt and flour and water. 5. Talk about form using big book. All forms-form made out of metal, buttons, clay, recycled materials. 6. Going to make a smooth pot-today we are going to make a smooth pot and tomorrow we will carve intoit. -People make all kinds of forms-Russian Doll 7. Join me at table one, find a star with hands behind your back. Today we will be using clay to make pinch pots. To make pinch pots we are going to start with a ball of clay. In the middle of your ball you are going to stick your thumb half way down. Now you are going to slowly turn your ball of clay and pinch the clay like your hand is a little duck eating dinner.. Your thumb will stay inside the ball while your pointer finger-"Can you show me your pointer finger?" will be on the outside and you will pinch them together to pinch your clay up and out. Only pressing on the sides. Push gently always work in a circle. Make it the same-level. Once you have a bowl shape you are going to work on making your bowl super smooth! 8. Work time 9. Clean up, Place white paper with first and last name inside of pot, place into plastic Ziploc bag. 10. Wipe table, Helper table will wring out wash cloths, line up. 	<ol style="list-style-type: none"> 3. Clarifying and analyzing the meaning of words 4. Socratic discussion 5. Clarifying and analyzing the meaning of words 6. analyzing or evaluating actions or policies 7. analyzing or evaluating actions or policies 8. Comparing and contrasting ideals with actual practice 9. exercising fair-mindedness 10. exercising fair-mindedness 	<ol style="list-style-type: none"> 3. 2 minutes 4. 2 minutes 5. 2 minutes 6. 2 minutes 7. 5 minutes 8. 15 minutes 9. 3 minutes 10. 2 minutes
Day 2	<ol style="list-style-type: none"> 1. Texture:"What is it? What kinds of textures can you think of? Rough, Soft, Bumpy, Smooth?" Texture is also an element of art that is used very often.We are going to use it on our birds to make them feel a certain way. Do you want a bumpy bird, a smooth bird, or a scratchy bird? 2. We are adding texture to our birds today. You can use forks to make lines or to make dots. Don't press to hard or you will poke right through your bird and we don't want that! 3. Join me at table one and I will show you what I am talking about! Demo how to create texture using clay tools. 4. Pass out birds 5. Work time 6. Clean up, Bring your birds to me and I will put your initials on them for you. 	<ol style="list-style-type: none"> 1. Thinking independently & clarifying and analyzing the meanings of words 2. Listening critically 3. Listeing critically 4. Listening critically 5. Comparing and contrasting ideals with actual practice 6. Thinking independently 	<ol style="list-style-type: none"> 1. 5 minutes 2. 5 minutes 3. 7 minutes 4. 3 minutes 5. 15 minutes 6. 6 minutes

	<ul style="list-style-type: none"> 7. Wipe tables 8. Line up 	<ul style="list-style-type: none"> 7. Exercising fair-mindedness 8. thinking independently 	<ul style="list-style-type: none"> 7. 2 minutes 8. 2 minutes
Day 3	<ul style="list-style-type: none"> 1. Bead making day 2. We are going to use more clay today to make some beads to add to our birds after they have been dried! 3. We are going to roll small pieces of clay into balls and other shapes. Then before they are dry we are going to poke a hole in them so we can put them on a string after they have dried. 4. Each student will put their beads into their bird bowls so that it is easy to know who the beads belong to. 5. Work time-Add texture with forks or other clay tools, then poke holes into beads. 6. Clean up 7. Wipe tables, Line up 	<ul style="list-style-type: none"> 1. Thinking independently 2. Listening critically 3. Listening critically 4. Comparing and contrasting ideals with actual practice 5. Thinking independently 6. Exercising fair-mindedness 7. Exercising fair-mindedness 	<ul style="list-style-type: none"> 1. 5 minutes 2. 5 minutes 3. 7 minutes 4. 3 minutes 5. 15 minutes 6. 5 minutes 7. 3 minutes
Day 4	<ul style="list-style-type: none"> 1. Students will be painting their fired birds and beads with watercolors 2. Students will be given a demonstration on how to use color and how to apply the paint to their bird form and beads. 3. Work time 4. After beads and birds are painted students will be able to string beads onto a pipe cleaner. Teacher will string this onto the birds. 5. Clean up 	<ul style="list-style-type: none"> 1. Thinking independently 2. Listening critically 3. Comparing and contrasting ideals with actual practice 4. Thinking independently 5. Exercising fair-mindedness 	<ul style="list-style-type: none"> 1. 10 minutes 2. 7 minutes 3. 25 minutes 4. 5 minutes 5. 5 minutes
Day 5	<ul style="list-style-type: none"> 1. Draw on bags today. 2. We are going to be drawing pictures on bags to use to take our birds home in next time. 3. We are using pencil today and marker next time. Students can draw anything they want but they do need to have their name on the bag somewhere. 4. Clean up 	<ul style="list-style-type: none"> 1. Thinking independently 2. Listening critically 3. Comparing and contrasting ideals with actual practice 4. Exercising fair-mindedness 	<ul style="list-style-type: none"> 1. 10 minutes 2. 5 minutes 3. 10 minutes 4. 7 minutes
Day 6	<ul style="list-style-type: none"> 1. We will color our bags today. 2. You can use markers. Take your time and color really nicely. We want our whole bag covered in color. 3. Work time 4. Put your bird in your bag 5. Clean up 	<ul style="list-style-type: none"> 1. Thinking independently 2. Listening critically 3. Listening critically 4. Comparing and contrasting ideals with actual practice 5. Exercising fair-mindedness 	<ul style="list-style-type: none"> 1. 15 minutes 2. 5 minutes 3. 14 minutes 4. 5 minutes

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.)

Students will walk around and look at the birds that they have made. Talk about the different colors and textures that they see.

Post-Assessment (teacher-centered/objectives as questions):

Have students achieved the objectives and grade level expectations specified in your lesson plan?

6. Are students able to describe the use of clay and why some artists might choose it over drawing or painting.
7. Are students able to recall and explain the steps of using clay to create a three-dimensional object.
8. Are students able to implement pinch pot building techniques to create a three-dimensional bowl.)
9. Are students able to add a beak and tail by pinching and pulling clay from the edge of pot.
10. Are students able to add texture to their pinch pots and describe how it an expressive feature and characteristic of art.

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.

Form bird shape? _____
 Added texture? _____
 Formed Beads? _____
 Added color? _____

Plus: Excellent work great detail
 Check-Plus: Great work
 Check: Great Start and effort

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.)

This lesson went really well. All of the students were able to complete it successfully with little help. I think that having students think of their had as an animal helped them to form the pinch pot. I think some students struggled with pulling the tail and beak as well as cutting the wings in the

right direction, but that was to be expected with the students being younger. Getting the beads shaped seemed to be something the students struggled with but they were all able to get a few. I think I would do this project again.

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

8/9/15 Fahey