

Lesson Plan Title: Japanese Tea Bowls Length: Two Weeks (Five Class Periods)

**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. Are students able to describe how art history, world cultures, and art vocabulary relate to their art and the artwork of others.
2. Are students able to plan and personalize their artwork through including their own cultural and community experiences.
3. Are students able to use materials and technology to correctly demonstrate techniques when creating their art work.
4. Are students able to 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)

Japanese Tea ceremonies are very big social events that hold a great cultural significance. As a citizen of such a culturally diverse world it is important to you to gain a deeper understanding of many different cultures. To do this you have decided that you want to become involved in the Japanese Tea Ceremony. The first step for you is to create a tea bowl to use in the ceremony.

**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.**

Culture  
Style  
Influence  
Tradition  
Symbol  
Technique

#### 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.**

Culture can act as an influence on the style used to create art.  
Tradition influences the symbols used 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)

5. After a presentation on Japanese Tea Ceremonies TSWBAT describe how art history, world cultures, and art vocabulary relate to their art and the artwork of others. **(Bloom's: Understanding - Standard: Observe and Learn to Comprehend - GLE: # 2 -Art learning: Historical/Multicultural Content - Literacy)**
6. Given sketchbooks and idea worksheets 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)**
7. Given materials TSWBAT use materials and technology to correctly demonstrate techniques when creating their art work. **(Bloom's: Understand/Creating - Standard: Invent and Discover to Create - GLE: # 2 -Art learning: Materials/techniques -Numeracy, Literacy, and Technology)**
8. Given the elements and principles TSWBAT apply visual literacy skills by using the inherent characteristics of art to create art with personal meaning. **(Bloom's: Applying - Standard: Envision and Critique to Reflect - GLE: # 1 -Art learning: Expressive features and characteristics & critical reflection -Numeracy, Literacy)**

#### 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:	Access (Resources and/or Process)	Expression (Products and/or Performance)
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(Multiple means for students to access content and multiple modes for student to express understanding.)	Students can be given a note sheet rather than being required to copy off of board	Student can make bowl smaller than minimum height if needed
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Student can do more research if there is a symbol they want is not on info sheet	Student can add 3-d forms to bowl if wanted

<b>Literacy:</b>
List terms (vocabulary) specific to the topic that students will be introduced to in the lesson <b>and describe how literacy is integrated into the lesson.</b>
Slip-students will be introduced to slip when they begin attaching feet to their clay bowls Score-students will be introduced to score when they attach feet to their clay bowls Pinch-students will be introduced to the pinch technique when they are given their assignment; this is how they will be building their tea bowls Foot-students will be introduced to feet when they are finished pinching their clay bowls; a foot will be added to add stability to their tea bowl, as well as it is a part of the tea bowl ceremony to have feet on bowls

<b>Materials:</b>
Must be grade level appropriate. <b>List</b> everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) <b>List all materials in a bulleted format.</b>
Clay Clay tools Slip

<b>Resources:</b>
<b>List</b> all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. <b>Make reference to where the material can be found.</b> (These are the resources used by the teacher to support/develop the lesson.) <b>List all resources in a bulleted format.</b>
 <p><u>Goki-gata: Goki Type Tea Bowls</u></p>



### Tenmoku-gata: Tenmoku Type Tea Bowls

The form is typically well-shaped with an indented finger-groove just beneath the rim. The rims are sometimes covered with a band of metal, often silver. Since the temmoku hare's fur and oil spot glazes needed to be fired hot and cooled slowly, the glazes sometimes moved, collecting in thick and drippy lower edges.



### Hiragata: Flat Shape Tea Bowls

This type of tea bowl is also referred to as a summer tea bowl, or natsu-jawan , as it is meant for summer use.



### Komogai-nari: Komogai Shape Tea Bowls

This shape originated in Korea. Those imported to Japan were said to have come from the Korean port of Komogai, hence the name.



Ido-gata: Ido or Well Type Tea Bowls



Han tsutsu-gata: Half Cylinder Shape Tea Bowls



Sugi-nari: Cedar Shape Tea Bowls



Wan-nari: Wooden Bowl Shape Tea Bowls



Kutsu-gata: Clog or Shoe Shape Tea Bowls

The wide mouths of these bowls make them appropriate for the summer season.



Hissen-gata: Brush Washer Shape Tea Bowls



Tsutsu-gata: Cylinder Type Tea Bowls



Dojimari-gata: Waist Type Tea Bowls



Wa-nari: Circle Shape Tea Bowls

<https://www.youtube.com/watch?v=7tt7NBIVeMY>

[https://www.youtube.com/watch?v=\\_85QWDsla80](https://www.youtube.com/watch?v=_85QWDsla80)

#### Preparation:

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

Print out information packets for students

Possible power point to discuss shapes of tea bowls as well as to further explain symbols that can be carved into or painted onto the bowl

#### Safety:

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

Be careful with tools. Some are sharp. Also be aware of the work of others.

#### 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.

Youtube video on Japanese tea ceremony to give students visual background on the ceremony

#### 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 kind of things are important to you in your life? How could you communicate that on a bowl? Do you have a favorite season? Is there a way you can communicate that through the shape of your bowl? Can you find symbols that could help you communicate any meaning you want to get across through your bowl?

# **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 <u>specific</u> 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 <u>specific</u> about what will be the <u>intended result</u> of the instruction as it relates to learning.) <b>UNDERSTAND</b>	Time
1	<ol style="list-style-type: none"> <li>1. Take attendance and give students time to answer inquiry question in their sketchbook.</li> <li>2. Introduce Japanese Tea Bowl project by projecting an image of a woman participating in the Ceremony and asking students what they notice about the picture and what they think about it.</li> <li>3. Read intro to project from packet. Ask for volunteers or pick randomly.</li> <li>4. Show a short video that introduces different tea bowl shapes and then ask students about the Elements and Principles they saw in the video? <ol style="list-style-type: none"> <li>a. Texture?</li> <li>b. Form?</li> <li>c. Color?</li> <li>d. ETC</li> </ol> </li> <li>5. Give students the following three questions to think about as they design their tea bowl. <ol style="list-style-type: none"> <li>a. Will your tea bowl have different/multiple colors? Why or why not? What kinds of colors?</li> <li>b. Will your tea bowl have any designs? Why or why not? Will they only be on one side or will they</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Thinking independently</li> <li>2. Examining or evaluating assumptions</li> <li>3. Exercising fair-mindedness</li> <li>4. Analyzing or evaluating actions</li> <li>5. Thinking independently</li> </ol>	<ol style="list-style-type: none"> <li>1. 9:13/11:06</li> <li>2. 9:23/11:16</li> <li>3. 9:30/11:21</li> <li>4. 9:35/11:26</li> <li>5. 9:40/11:31</li> </ol>



	<p>wrap all the way around? What symbols are you thinking about using? Why?</p> <ol style="list-style-type: none"> <li>Give students rest of class to design their tea bowl in their sketchbook. Walk around and ask questions about designs and get students thinking about their design. <ol style="list-style-type: none"> <li>What colors are you using?</li> <li>What symbols or designs are you thinking about using? Why? Do they have personal meaning to you? Will they wrap around or just be in one place?</li> </ol> </li> <li>Give a quick demo on making a pinch pot. Pass out ziplock bags for students to use to store their clay when it is passed out next class. Have students put their first and last name and class period on bag for easy identification.</li> <li>Wrap up class by asking people to share some of their design ideas with the class.</li> </ol>	<ol style="list-style-type: none"> <li>Thinking independently</li> <li>Analyzing or evaluating actions</li> <li>Noting similarities and differences</li> </ol>	<ol style="list-style-type: none"> <li>9:43/11:34</li> <li>10:15/12:11</li> <li>10:25/12:20</li> </ol>
Day 2	<ol style="list-style-type: none"> <li>Begin class with attendance and inquiry question.</li> <li>Have students get their Ziploc bags out of their totes. As they do this cut 25lb block of clay into smaller more manageable pieces. <ol style="list-style-type: none"> <li>As soon as students get their clay they need to put it into their bag and go back to their seats. Do NOT take clay out of bag until instructed to do so.</li> </ol> </li> <li>After all students have clay in their bag at their seats give a wedging demo. Students will need to know the wedging process. Students will not be given a new piece of clay if they mess up their bowl. they will have to re-wedge the piece of clay they started with,</li> <li>After the demo, students will get mats from the cart if they would like to use them. Then students will wedge their clay before starting their tea bowl.</li> <li>Have students put their wedged clay back into their Ziploc bag. Have students gather for a demo on making a pinch pot. It will be an in-depth review of what students were shown in the video and the previous class period <ol style="list-style-type: none"> <li>Handle clay as little as possible. Our hands dry the clay out so it is important to be efficient.</li> </ol> </li> <li>After demo students can head back top their seats and begin forming their pinch pots.</li> </ol>	<ol style="list-style-type: none"> <li>Thinking independently</li> <li>Thinking independently</li> <li>Listening critically: the art of silent dialogue</li> <li>Comparing and contrasting ideals with actual practice</li> <li>Listening critically: the art of silent dialogue</li> <li>Comparing and contrasting ideals with actual practice</li> </ol>	<ol style="list-style-type: none"> <li>9:13</li> <li>9:20</li> <li>9:25</li> <li>9:35</li> <li>9:40</li> <li>9:55</li> </ol>

	<p>a. Think about the shape of the bowl. Do you want it taller or wider?</p> <p>7. After most students have finished their pinch pot there will be a demo on adding a foot. Students will put their bowl back into their Ziploc bag and join the teacher at the demo table.</p> <p>a. The demo will show students how to roll a coil and attach it to the bottom of their bowl using slip and score.</p> <p>8. Students will head back to their seats. As they head back to their seats they can pick up one tool box for their table. A small piece of clay will be passed out for students to use to make their foot.</p> <p>9. Students will put their finished bowl back into their bags. They will need to splash a small amount of water into their bags to keep their bowl moist until the next class period.</p> <p>10. Put bags into the damp box.</p> <p>11. Begin cleanup. Wipe tables down, put tool boxes back onto the cart. Put mats away if used.</p>	<p>7. Listening critically: the art of silent dialogue</p> <p>8. Thinking independently</p> <p>9. Developing intellectual good faith or integrity</p> <p>10. Thinking independently</p> <p>11. Exercising fair-mindedness</p>	<p>7. 10:10</p> <p>8. 10:15</p> <p>9. 10:23</p> <p>10. 10:25</p> <p>11. 10:26</p>
Day 3	<p>1. Attendance and Inquiry Question. "Why do you think texture is an important detail for pottery?"</p> <p>2. Show texture Youtube video. What are some ways she created texture? Was there one that you liked more than the other? Why did you like it more?</p> <p>3. Get clay out of damp cabinet</p> <p>4. Demo on how to create texture using texture mats and found objects.</p> <p>5. Work time. Be thoughtful in the textures you are adding to your tea bowl. Will it emphasize the symbols you are adding to your bowl?</p> <p>6. Use slip to smooth out rim for easy sipping.</p> <p>7. Make sure to put initials on bottom of bowl for easy finding after firing.</p> <p>8. Put bowls into kiln room.</p> <p>9. Put tools/found objects in respective boxes. Make sure each pencil box has the correct amount of tools. Check check list on the inside of box if unsure. Place back on cart.</p> <p>10. Wipe tables.</p>	<p>1. Thinking independently</p> <p>2. Comparing and contrasting ideals with actual practice</p> <p>3. Thinking independently</p> <p>4. Listening critically: the art of silent dialogue</p> <p>5. Thinking independently; comparing and contrasting ideals with actual practice</p> <p>6. Generating or assessing solutions</p> <p>7. Generating or assessing solutions</p> <p>8. Thinking independently</p> <p>9. Exercising fair-mindedness</p> <p>10. Exercising fair-mindedness</p>	<p>1. 9:13</p> <p>2. 9:20</p> <p>3. 9:25</p> <p>4. 9:35</p> <p>5. 9:40</p> <p>6. 9:55</p> <p>7. 10:10</p> <p>8. 10:15</p> <p>9. 10:23</p> <p>10. 10:26</p>
Day	1. Glaze day!	1. Thinking independently	1. 9:13

4	<ol style="list-style-type: none"> <li>Take attendance and write down vocabulary word. "Glazing: A glass-like coating fusion bonded to a ceramic surface."</li> <li>Show video on glazing to show students how to apply glaze and leave space on bottom.</li> <li>Explain how the glazing day will work. Each table will be used for different colors. There will be a green table, red table, yellow table, brown table, blue table, etc.</li> <li>Each table will have newsprint mats on it. Only glaze on top of that newsprint. We do not want to get glaze all over the tables.</li> <li>Leave the foot unglazed and do not put glaze on the very bottom of your bowl. This will stick the kiln shelf and ruin the shelf and your bowl.</li> <li>Before you begin run your pot under water. This will fill up the pores of your clay so that it does not absorb all of the glaze.</li> <li>Work time; be thinking about what colors will help add emphasis to your piece. Will you paint your symbol in a dark color to make them pop? Will you layer colors to see what happens when they are fired? Do you think they will mix and drip like some of the examples we saw our very first day? Why or why not? How are you choosing your colors?</li> <li>Apply three coats of glaze.</li> <li>Put bowls into kiln room.</li> <li>Clean up. Throw away newsprint, put lids on glaze and rinse paint brushes and place hair up in the brush jar.</li> <li>Wipe table with sponge, then spray with terminator, then wipe with paper towel.</li> <li>Joke of the day &amp; end of class.</li> </ol>	<ol style="list-style-type: none"> <li>Thinking independently</li> <li>Listening Critically: The art of silent dialogue</li> <li>Listening Critically: The art of silent dialogue</li> <li>Analyzing and evaluating actions or policies</li> <li>Listening Critically: the art of silent dialogue</li> <li>Listening Critically: the art of silent dialogue</li> <li>Comparing and Contrasting ideals with actual practice</li> <li>Comparing and contrasting ideals with actual practice</li> <li>Thinking independently</li> <li>Thinking independently</li> <li>Exercising fairmindedness</li> </ol>	<ol style="list-style-type: none"> <li>9:25</li> <li>9:25</li> <li>9:35</li> <li>9:40</li> <li>9:55</li> <li>10:10</li> <li>10:15</li> <li>10:23</li> <li>10:25</li> <li>10:26</li> </ol>
Day 5	<ol style="list-style-type: none"> <li>Tea Ceremony day</li> <li>Attendance and inquiry question. "What do you think are some rules at a traditional Japanese Tea Bowl Ceremony?"</li> <li>Students will learn about the traditional tea ceremony then as a class decide how their tea ceremony will be run. This gives students information about other cultures and the ability to make their own rules.</li> </ol>	<ol style="list-style-type: none"> <li>Thinking independently</li> <li>Thinking independently</li> <li>Listening critically: The art of silent dialogue</li> <li>analyzing or evaluating actions or policies</li> </ol>	<ol style="list-style-type: none"> <li>9:13</li> <li>9:17</li> <li>9:25</li> <li>9:35</li> </ol>

4. Students will leave room after rules of tea ceremony have been discussed, Students will enter and begin class with the rules of the ceremony they just created. 5. Students will be given Arizona tea and snacks. 6. Students will then fill out their artists statement then turn in their tea bowls for grading. 7. Students will be able to pick up bowls to take home by the end of the day.	5. Thinking independently 6. thinking independently 7. Thinking independently	5. 9:50 6. 10:05 7. 10:26
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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.)

### Japanese Tea Ceremony Artist statement

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

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

1. After a presentation on Japanese Tea Ceremonies are students able to describe how art history, world cultures, and art vocabulary relate to their art and the artwork of others.
2. Given sketchbooks and idea worksheets are students able to plan and personalize their artwork through including their own cultural and community experiences.
3. Given materials are students able to use materials and technology to correctly demonstrate techniques when creating their art work.
4. Given the elements and principles are students able to apply visual literacy skills by using the inherent characteristics of art to create art with personal meaning.

### 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.

Rubric for Tea Bowls		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	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.)

This lesson went fairly well for my first time teaching clay to a whole class. The only issue was that some tea bowls blew up due to the fact that I did not realize that having a thicker bottom would be an issue. I also struggled with teaching students wedging. I think overall though this lesson went well. If I were to teach this lesson again I would focus more on teaching students how to get a consistent thickness for their entire bowl so that we would have a few less blow ups. I think I would also expect students to work a little harder on glazing as some students just rushed through it and didn't put much thought into the colors they were using.

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

### Teabowl Shapes





8/9/15 Fahey