Service Learning Lesson Plan

Title:         Red Clay Pot Activity                                                                   Group/Date: 4/9/2018

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| **Lesson Idea and Relevance:** What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background? | During this lesson students will explore 3D sculpture by using low-fire red clay. By using low-fire red clay, students will be introduced to the hands on art of 3D clay sculpture. We will focus on creating pinch pots, creating handles, and overall general ceramic techniques. We will introduce pottery tools to help students create different textures within their work. Our lessons have generally been 2D based and clay is a new way of creating art. |

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| **Essential Understanding (s):** What are the “big ideas”? What specific understandings about them are desired? | **Essential Question (s):** What provocative questions will foster inquiry, understanding, and transfer of learning? |
| -Artists and designers express their ideas by creating art in many different ways | -Why do artists choose the materials they do?  -Why would an artist or designer decide to work with 3-D materials? |

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| **Outcomes - Students will be able to...**What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill?  ...Compare and contrast art work; analyze sketches?  **Students will be able to** |
| -After discussion, students will be able to ***list and sketch ideas*** for their sculpture/pot and explain it to others.  I can tell you about my ideas for my art.  -After working with clay and using tools, students can ***demonstrate how they create*** different textures using different tools. I can create textures and effects on my clay.  -After given time to experiment with the clay medium, students will be able to ***create*** a simple pot using the rolling and coil method. I can make a pot with my own hands. |

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| **Student Reflective Activity**: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? | **Assessment Instrument (s):** By what criteria will “performances of understanding” be judged? |
| At the end of the lesson, all the students will leave their clay sculpture pinch pots at their spot on the table. Every student will get up and we will do a “gallery walk”. We will walk around and students can look at what other students have created.  Teachers will ask questions to the students to get them to reflect on their own work   * What techniques do you see in your peer’s artwork? Can you tell if it is a pinch or coil pot? * Do you see the same techniques that you used?  Different techniques? * By looking at other students coil pots, what are your thoughts about your own? | -Students used their sketchbooks to brainstorm ideas  -Students demonstrate understanding of the clay medium by building a clay pot using pinch, coil, or a combination of techniques in their art work.  -Students can discuss their artwork as well as their peer’s artwork  -Photo documentation fort the blog |

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| **Pre-assessment:** How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)? |
| Have you ever made a pinch or coil pot before?  What technique does an artist use to make a pinch pot? |

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| **Motivation:** How will you hook all students and hold their interest? | **Ideation:** How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work? |
| -Have teacher examples of coil pots (or other types of sculpture too?)  -Ask: How do you think this was made?  -Demonstrate the creation of a coil pot   1. Ask for a student volunteer to roll out a coil 2. Explain to the class what the student is doing as they are doing it 3. Cut the coil into two separate pieces, demonstrate attaching pieces using scoring and slip techniques | -What kind of mugs, cups, or bowls have you seen with different purposes?  -What purpose do you want your clay pot to serve?   1. Decoration? 2. Flower/plant pot? 3. Jewelry dish? 4. Drinking mug?   -Are there any details that you could add like carvings or added clay pieces? |

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| **Procedures:** How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy? |
| -Intro: Welcome the students of Cooper Home to another day of art-making.  -Lesson Intro: Introduce the pinch-pot project. Today’s focus will be building your pot by using pinch or coil techniques. The goal is to finish building today so that the projects will be ready for firing and painting.  -Demonstration: Show students how to roll a coil and attach two pieces of clay together properly.   1. Ask for a student volunteer to roll out a coil 2. Explain to the class what the student is doing as they are doing it 3. Cut the coil into two separate pieces, demonstrate attaching pieces using scoring and slip technique   -Main Class: Hand out the clay for them to work on and give them as much work-time as possible.  -Clean-up: Have them remove any excess clay from the tools and then hand out sponges for them to wipe down the tables in case there is any clay on the tables.  \*This step will be important to clearly explain and set expectations for what proper clean up looks like.           >Make sure there is a free table to put finished pots and have them carve their name or initials into the bottom of the pot. |

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| **Materials and Resources:** What is needed to complete the learning plan? **List materials and resources in a bulleted format.** |
| Low-fire red clay  Pottery tools  Small plastic tubs for water  Sponges  Paper Towels  Aprons/Smocks/Old Shirts |

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| **Preparation and Safety:** What do you need to prepare for this experience? What safety issues need to be addressed? **List steps of preparation and safety in a bulleted format.** |
| Set out placemats/boards (if any) at the tables for the students to work on.  Separate the clay out into equal portions and make sure they won’t dry out.  Designate a table for finished pieces.  See if there are any aprons that students could use to protect clothes. |

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| **Accommodations:** How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)? |
| For those that have trouble working with the clay, ask if they would be interested in making coil-based pots. That way they only have to roll out the clay and stack it instead of worrying about keeping a steady hand. |