Service Learning Lesson Plan

Title:      Red Clay Pot Acrylic Painting/Pot Extension                                          Group/Date: 4-23-18

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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 our last lesson students created clay pots (some sculptures) out of red clay. We will fire their pieces so during this lesson students can paint their clay pots/sculptures with acrylic paint. Thus far we have done art lessons that includes 2D art and 3D art. The students have done drawings, paintings, and now have worked with clay. This lesson will combine the two, as they paint their bisque’d clay pieces they have already created. |

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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 go through many processes to create art  -Artists and designers express ideas by creating art in many forms | -Why do artists choose the materials they do?  -What relationship does 2-D and 3-D art have? Why would artists choose to do this? |

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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 painting their pots and having a finished art work, students will be able to ***analyze and discuss*** the dynamics between 2D and 3D art. I can talk to you about both 2D and 3D art and how they can work together.  -After discussion and exploring with paint, students will be able to ***make decisions and choose colors*** they believe to be aesthetically pleasing or based on personal preference. I can tell you why I chose the colors that I chose.  -After using paint and pottery tools on their pieces, students will be able to ***demonstrate how they can create*** different textures using different tools among their paint and pots. I can show you the textures on my pot and how I created them. |

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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 painted clay sculptures/ 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 did you enjoy more? Create the pot or painting it? * How does your painting of the pot/sculpture and the pot/sculpture itself work together? * Were you influenced by any of the photos of the historical pots? How does your piece relate to the photos? * Why did you choose the colors to paint your pot? * How did you create the textures on your pot? | Written and visual documentation in the blog.   * Brainstorming * Painting/finishing discoveries on fired clay * Creative problem solving |

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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)? |
| When it comes to choosing a color, do you know what its meaning is or does it have a personal meaning to you?  Have you seen a wide variety of colors used on pots, vases, mugs, or bowls before? |

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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? |
| -Bring in teacher examples of finished clay pieces  -Discuss/explain the possibilities when applying paint to clay  -Provide students the opportunity to use ‘non-traditional’ clay finishing processes. (i.e. Crayons or pastels) | -When you think about where your pot will be, what kind of purpose have you given it?  -How will you use color to express your ideas in your art work?  -How can you use the previously learned painting techniques on finishing your play pot? |

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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? |
| >Establish the amount of paint to use (especially considering the smaller sizes).  >Make sure everyone has their clay pieces or their clay to work with to fire and get back to them.  >Allow for work time on the clay pieces.      >Encourage that every surface is covered with paint, except maybe the bottom.  >When finished painting, have them clean their brushes to minimize the amount of people crowded around the sink  >For those that finish early, have them create a series of drawings of either: 1) where they could put their pots or 2) a comic animating the lives of their pot.   1. Ask students to consider why they made their pots (what function does will it serve?) 2. Ask students to consider the motivation behind the shape of their pots and the color choices they used (does the color have meaning to you? Why?) 3. Ask students if their pots resemble a creature or animal 4. How would you draw this?   >Those working with clay, have them start cleaning up about 20-25 minutes before class ends so that they can wipe down the tables and store their pieces.  >Spend the remainder of class reflecting on their works and the past semester  >Thank them for being great students. |

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| **Materials and Resources:** What is needed to complete the learning plan? **List materials and resources in a bulleted format.** |
| Acrylic paint  Aprons  Brushes  Paint pallets  Plastic cups for water  Paper Towels  Hair dryers  Drawing Paper  Pencils  Erasers  Sharpeners |

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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.** |
| >Determine what paints are not expired  >Set out different brushes at each table with water cups, pallets, and paper towels  >Cut paper for the early finishers  >Put pencils and other items at the tables too  >Set the pieces out so they’re not in the backroom |

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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 do not want to work with clay, if they didn’t finish, ask if they’d like to use some of the paper to paint on or see if we have a few extra canvases laying around.  Offer students the choice to draw or paint their pots on the paper if they don’t want to paint their pots. |