

Lesson Plan Title: Clay Creatures Length: 3 Class Clay Periods - 4.5 Hours, 1 Painting Class Period - 1.5 Hours
Grade Level: Sixth Grade Art Exploration
Teachers names: Kaley Hinchsliff

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 artwork, 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.

In the classes before the project, the teacher will investigate by asking:

- Has anyone created something with clay?
- What have you created?
- Who knows how clay goes from soft to hard?

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)

During the Clay Creature Project, students will begin by observing ceramic sculpture and artist examples, then will apply their own inspiration to a clay sculpture reflective on one human emotion. The students will become artists, sculptors, psychologists, and animists through the exploration of visual literacy, clay properties and form. The students will choose an emotion to begin ideation which will lead to their own creature.

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.**

Concepts: Time, expression, emotion, shape, form, facial features, texture

Materials and Techniques: Clay, plastic, leather hard, slip, sculpting tools, wedging, coil, slab

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.

Artists and designers use art to express and communicate a specific message.

Artists and designers use material to showcase how they are feeling.

Artists and designers explore to understand material capabilities.

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. (-Co Visual Art Standard: _____ - GLE: _____ -SHoM: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

By observing Ceramic Artist Examples, students will be able to explore and see Pottery's wide range of cultures, locations, and time by individual analysis and group discussion. **(Comprehend, GLE: 1A, Bloom's: Evaluate, Literacy: Vocabulary)**

While exploring the properties of clay, students will discover the relationship between clay, air, and water. **(Create, GLE: 3B, Bloom's: Understand, Artmaking: Pottery, Literacy: Vocabulary)**

Students will be able to choose their emotion, use existing art elements from observation discussion to communicate body language, facial features, and personality. **(Reflect, GLE: 2A, Bloom's: Apply, Literacy: Clay Creature Plan)**

Students will use simple clay processes and rules, like slip and score, clay thickness, and kiln properties to create an expressive sculpture. **(Create, GLE: 3B, Bloom's: Apply, Artmaking: Pottery)**

After using paint to help communicate emotion through color, students will reflect on their artistic process and decisions that led to the final product. **(Transfer, GLE: 4C, Bloom's: Remember)**

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.**

<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p> <p>Students who are online, will be provided the presentation and present themselves over Microsoft teams. For students who need one-on one guidance, the teacher will set up studio time for everyone, then approach students after. If a student needs additional help, the teacher will provide emotions that the student can draw first. If a student has a sensory issue, gloves can be provided.</p>	<p>Expression (Products and/or Performance)</p> <p>Students will be graded through verbal reflection, or a conversation between the student and teacher.</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <p>Once the teacher notices that the student has developed an idea that needs more explaining and help, the teacher will be available to provide more clay, more techniques and processes.</p>	<p>Expression (Products and/or Performance)</p> <p>If a student has finished their Clay Creature, they will be able to keep practicing with clay. At this point, they have practice throwing, pinch pots, and sculpting. If a student has a successful piece, the teacher will fire it.</p>

<p>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.</p>
<p>Literacy is integrated into the lesson through Artist Discussion, Ideation Documents on Google Classroom, and self reflection. For IB World Schools, there are four parts that the teacher has to touch on: Knowing and Understanding, Developing Skills, Thinking Creatively, and Responding. Knowing and Understanding covers Vocabulary Checks, Thinking Creatively covers planning assignments, and Responding covers written self reflection. The form of literacy is writing. For students on IEPs, verbal self reflection can be recorded.</p>

<p>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.</p>
<ul style="list-style-type: none"> - Paper - Pencils - School laptop - Clay - Water - Slip - Sculpting tools - Kiln - Acrylic paint

- Paintbrushes
- Top coat - gloss

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.**

Artist Examples, Project Introduction, Ideation:

https://docs.google.com/presentation/d/1S20vSZg8uRcfED_KgkF3qwTLJU7ubk2BXQdaz1B0lIA/edit?usp=sharing

Clay Creature Plan:

<https://docs.google.com/document/d/1oN9FKrj0iaCORIOqAkasCw-v4kxIFq-Bk05coKQCi2o/edit?usp=sharing>

Preparation:

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

- Clay: For Sixth Grade, divide pieces into 1 pound chunks to make distribution fast.
- Organize Sculpting Tools
- Fill buckets of water with a sponge inside
 - Place at each wheel (6)
- Wedge clay for each wheel, then center clay on the wheel before sixth grade comes (Because Sixth Grade is only for a quarter, the teacher does not have time to teach students how to center. Students get to throw on the wheel to explore and discover, not to produce a finished project.)

Safety:

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

- Clay Safety: do not eat, throw, or misuse clay. Privileges will be taken away if not followed.
- Sculpting Tools: when walking with tools, arm and hand should be straight down to avoid collision (just like scissors)
- Painting: Use appropriately, do not get on clothes because it will not come out.
- Kiln: Do not build a clay creature that could have air bubbles, or else it will break in the kiln.

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.

At the beginning of the class, the teacher will ask what they wanted to learn and do in Art Class. Almost every student wrote down Pottery. After knowing this, the teacher can excite students about what is next. Fortunately, most students are motivated on their own with clay, especially when they know they can throw on the wheel. The teacher will motivate by asking:

- Who is ready to get their hands dirty?
- Who is ready to try throwing on the wheel?

- What have people made in the past?

The teacher can share their personal experience with clay as an artist and what they have created.

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 showing students that large variety of clay pieces Artists have done. Students will start brainstorming about texture, form and shape. After, the teacher will tie in the movie, Inside Out which revolves around emotion. Conceptually, this project will be motivated by an emotion, picked by the student. After communicating this concept to the students, the teacher will show an example of multiple facial expressions from the show, Spongebob Squarepants. The class will have a discussion that investigates what each face could possibly mean. The teacher will investigate students knowledge:

- When you are mad, what happens to your face and body?
- When you are calm, what happens to your face and body?
- When you are tired, what happens to your face and body?

The teacher will showcase the Google Doc where students will plan three emotions, then choose one. Students are required to do three sketches based on three chosen emotions and turn it in for the teacher to see the process.

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

What is this project about and why are there so many moving parts? The Clay Creature Project is an introduction of a Middle School Pottery Sculpture Class. Students will start to learn how to own an art studio, be responsible, and utilize the opportunity and freedom to create what they want. This will help transition them into a class they could take later on, which is Pottery/Sculpture for 7th and 8th graders. When students are working on their emotion based, Clay Creature, students will rotate on the wheel to try throwing. This is an additional part of class because 1. We do not have enough wheels for every student and 2. We do not have enough time. The teacher and student should not expect to create a successful bowl, this time is solely for process and exploration.

Day 1	<p>To begin this project, the teacher will ask questions to motivate students:</p> <ul style="list-style-type: none"> - Who is ready to get their hands dirty? - Who is ready to try throwing on the wheel? - What have people made in the past? <p>Once students are excited and engaged, the teacher will pull up the slideshow to begin a challenge. The teacher will state, “I will be putting three photos on the screen and your challenge is, with your table, discuss where each piece could possibly originate from. (Pieces are from Greece, China, and Turkey)</p> <p>After giving time for students to talk, the teacher will ask each table what their ideas are. The teacher will investigate after each idea by asking “why?”</p> <p>Once all students have discussed, the teacher will reveal the locations of each piece with background information about China, Greece and Turkey.</p> <p>After Lunch: The teacher will click to slides with an artist example (roughly 6 or 7). The teacher will use question probing and paraphrasing when investigating what students see. The teacher will wrap up each work by stating a summative concept.</p> <p>The teacher will give students a time to explore and understand what clay is like, how it is formed into shapes and textures and what water changes. This is a time for students to simply get comfortable with clay. No work is kept from this time.</p> <p>The teacher will end work time with 10 minutes to dedicate to clean up time. Because it will be the first day of Pottery Clean up, the teacher will walk through every step of clean up. For example:</p>	<p>The students will engage with the past information they discussed.</p> <p>The students will use visual elements and background knowledge to make inferences on possible locations of the artwork.</p> <p>The students will take turns and explain their ideas with evidence from each piece. Students will make observations on how different cultures, times, and locations hold different characteristics and themes.</p> <p>The students will observe each artist with the mind of an artist. Why did they make the decisions they did? How did the artist manipulate the material? What does the surface look like?</p> <p>Students will create, explore and discover with clay and the properties they find.</p> <p>Students will participate in studio community and responsibility.</p>	<p>Time: 5 Minutes</p> <p>25 Minutes</p> <p>15 Minutes</p> <p>25 Minutes</p> <p>10 Minutes</p>
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	<ul style="list-style-type: none"> - Students will recognize what clay is still in the plastic phase (workable, moist clay). If so, the teacher will direct workable clay into the bin to save. - Students will clean up dry scraps or unusable clay and place it in the recycle bin. - Students will use a sponge to clean the entire table. 		
Day 2	<p>The teacher will begin class with a review of the day before to posture students for more discussion. Asking, “What did we talk about yesterday? Three students can share.”</p> <p>The teacher will investigate where students are, then proceed to the introduction of Clay. First, the teacher will ask students, “Does anyone know the term “Throwing on the Wheel?”” The teacher will then point out all wheels in the classroom to help suggest inferences with students. The teacher will state, “It is a form of technology to create symmetrical pieces of clay. What does the wheel do?” The teacher will investigate their background knowledge and complete any ideas started by students. The teacher will state that each student gets a chance to explore and try the wheel, not promising that everyone will get a successful bowl.</p> <p>The teacher will move on to the Project Introduction of Clay Creatures. Following along with the slideshow, the teacher will showcase examples of Clay Creatures made from pinch pots. Once the teacher explains the basic idea of the project, the teacher will move to the concept, emotion. The teacher will pull in the movie Inside Out. Teacher will invite any student who is familiar with it, to share their idea of the movie. Each emotion is represented by different creatures or people, showing different characteristics of the emotion. The teacher will state the challenge: “For your creature, you will have to choose one emotion to focus on.”</p> <p>The teacher will pull up the slide to show facial features and how emotion can be shown in the face as well. The teacher will ask students to come up to the board, point at a face, then</p>	<p>The students will engage in the previous content and project details discussed.</p> <p>The students will raise their awareness through observation of the space around them. Students will make inferences on the process of the wheel and what could be created.</p> <p>Students will begin to participate in class discussion, recognize what they already know about human emotion, and start the ideation process.</p>	<p>5 Minutes</p> <p>5 Minutes</p> <p>20 Minutes</p>

	<p>explain the emotion and why. This part will help students with their own ideation.</p> <p>After Lunch: The teacher will have set up each wheel with a bucket of water, a sponge, and centered clay. The teacher will direct those students before sending the rest of the class into work time. Once students are settled at the wheel, the teacher will refresh and direct students where clay is, how much to grab, and tools. Then, the teacher will have time to check in with every student individually.</p> <p>The teacher will stop class 10 minutes before to help facilitate clean up. Again the teacher will state:</p> <ul style="list-style-type: none"> - Students will recognize what clay is still in the plastic phase (workable, moist clay). If so, the teacher will direct workable clay into the bin to save. - Students will clean up dry scraps or unusable clay and place it in the recycle bin. - Students will use a sponge to clean the entire table. 	<p>Students will begin their independent work time by engaging in sketches, turning in the plan assignment into Google Classroom and begin creating their creatures.</p> <p>https://docs.google.com/document/d/1oN9FKrj0iaCORIOqAkasCw-v4kxIFq-Bk05coKQC2o/edit?usp=sharing</p> <p>Students will continue to develop studio responsibility and awareness through clean up.</p>	<p>35 Minutes</p> <p>10 Minutes</p>
<p>Day 3</p>	<p>The teacher will begin class by refreshing students on properties of clay and kiln use. The teacher will show on the slide the three main rules to look out for.</p> <ul style="list-style-type: none"> - Do not work with thick clay, stick to a finger width - Do not create air pockets - Scratch and Attach everything <p>The teacher will state the names of students who will be throwing on the wheel after lunch. The teacher will transition students into a short work time.</p> <p>After Lunch: The teacher will transition students into work/studio time. The students will be given the chance to finish plans, create their pinch pot, or work on their clay creature.</p>	<p>Students will observe the relationship between clay and kiln firing.. Students will take what they have learned in the past classes and apply new knowledge with basic rules around kiln firing.</p> <p>The students will begin their studio time through personal check ins, engagement with clay and exploration.</p>	<p>10 Minutes</p> <p>15 Minutes</p> <p>40 Minutes</p>

	<p>The teacher will stop class 10 minutes before to help facilitate clean up. Again the teacher will state:</p> <ul style="list-style-type: none"> - Students will recognize what clay is still in the plastic phase (workable, moist clay). If so, the teacher will direct workable clay into the bin to save. - Students will clean up dry scraps or unusable clay and place it in the recycle bin. - Students will use a sponge to clean the entire table. 	Students will continue to develop studio responsibility and awareness through clean up.	10 Minutes
Day 4	<p>The teacher will begin the class by getting an idea of where all students are at in progress. They will ask the questions and students will raise hands. “Who needs to finish the Clay Creature Plan? The pinch pot? The clay creature?”</p> <p>The teacher will transition students into work time and state the students who will be on the wheel after lunch.</p> <p>After Lunch: The teacher will set up each wheel with a bucket of water, a sponge, and centered clay. The teacher will check on each student to get them started.</p> <p>The teacher will transition students into independent work time for the rest of the class. All Clay Creatures will be finished by the end of class.</p> <p>The teacher will stop class 10 minutes before to help facilitate clean up. Again the teacher will state:</p> <ul style="list-style-type: none"> - Students will recognize what clay is still in the plastic phase (workable, moist clay). If so, the teacher will direct workable clay into the bin to save. - Students will clean up dry scraps or unusable clay and place it in the recycle bin. - Students will use a sponge to clean the entire table. <p>For finished pieces, the teacher will direct where to store pieces.</p> <p>(Firing will be done between classes)</p>	<p>Students will reflect on their progress so far, and make a personal goal for their studio time.</p> <p>Students will engage with their emotion and continue enhancing the emotion through elements.</p> <p>Students will continue to develop studio responsibility and awareness through clean up.</p>	<p>10 Minutes</p> <p>15 Minutes</p> <p>40 Minutes</p> <p>10 Minutes</p>

Day 5	On the last work day, the teacher will start by investigating progress and the intended goal of finishing the clay portion of the project.	Students will reflect on their own process, what help and time is needed. Students will begin planning the color portion of the project.	5 Minutes
	The teacher will pull up slides that address color and psychology. Once the teacher has gone through examples of each color, the students will begin brainstorming their color choice for clay creatures.	Students will observe the impact of colors and how they are used to visually communicate and persuade people.	20 Minutes
	After Lunch: Because glaze is not neat, the teacher will direct students to paint colors and supply acrylic paint.	Students will understand the difference between glaze and paint through observation of real life examples in the classroom.	45 Minutes
	The teacher will transition students into work time with scaffolding regarding artistic decisions they made on their piece. For example, decisions based on color, pattern, visual communication.	Students will begin to create patterns, unique colors, and surface design to help push the concept of their emotion further.	
	After the teacher has settled students into painting, the teacher will stop the class to address the self reflection that will happen once the project is fully finished. This will be located in Google Classroom.	Students who are finished will begin the reflection process. They will think and process honestly on how they did, what were the challenges of this project, and what was the most successful. Finally students will give a statement on how art and emotion is connected.	
Because clay is not being used, the teacher will only need five minutes to direct clean up.	Students will continue to develop studio responsibility and awareness through clean up.	5 Minutes	

<p>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.)</p> <p>The students will reflect on their own work by completing a Self Reflection. Students will be asked to demonstrate how they created their creature, how the planning process went, and the successes of the project. Individually, they will also get the opportunity to explain why they chose a specific emotion. This portion will incorporate the fourth standard into the lesson.</p>

<p>Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?</p>	<p>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.</p>
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<p>Did students engage with Pottery’s wide range of cultures, locations, and time by sharing with their table groups?</p> <p>Did students showcase the relationship between clay, air, water and kiln firing by producing an expressive creature?</p> <p>Did students use existing art elements to communicate body language, facial features, and personality?</p> <p>Were students able to reflect on their artistic process and decisions they made for their sculpture?</p>	<p>**Rating Scale is based off of the IB Grading Scale**</p> <p>By observing Ceramic Artist Examples and class discussion, students will be able to explore and see Pottery’s wide range of cultures, locations, and time. (Class Participation and Reflection) 1 2 3 4 5 6 7 8</p> <p>While exploring the properties of clay, students will discover the relationship between clay, air, and water through the creation of an expressive sculpture. (Process and Execution of Clay Building) 1 2 3 4 5 6 7 8</p> <p>Students will be able to choose their emotion, use existing art elements to communicate body language, facial features, and personality. (Artistic Decisions) 1 2 3 4 5 6 7 8</p> <p>After using paint to help communicate emotion through color, students will reflect on their artistic process and decisions that led to the final product. (Self Reflection) 1 2 3 4 5 6 7 8</p>
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<p>Self-Reflection: <i>After the lesson is concluded</i> 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.)</p> <p>During the project, I noticed how excited students were to get dirty and sculpt with their hands. Because they have been at home for so long, they couldn’t contain their excitement. This allowed me to truly engage students in the discussion BEFORE we explored with clay. I got to tie in different cultures and time into the introduction and feel like it gave students great exposure and inspiration. Something I would do differently would be the time and emphasis on Emotion and Expression. I was on a short deadline to get the clay started since it is near the end of the year. I would have students practice visually communicating emotions through drawing and then clay as an exercise. They did not get the chance to practice that before their own sculpture. The students achieved the objectives by participation, following the concept, and understanding the capabilities and process of clay.</p>
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Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

