

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.

Online Teaching:

Has anyone SEEN a fish?

Where do fish live?

What do they look like?

Teacher will investigate for students' background knowledge of the functions of anatomy of fish. I also would be looking for their knowledge of diversity when speaking about where fish live (Tropical, fresh water, local, etc.) This will help them, in the future, to recognize how fish can be very different from one another.

Clay Portion:

Who has worked with clay?

How do we make clay hard?

How does water affect clay?

Teacher will investigate for specific statements about the care and relationship clay has with maker, water, and kiln. This will help the construction go easily with less or no hiccups.

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)

In this lesson, students will become observers and artist by using science to sculpt their own clay fish. At the end, students can reflect on their piece and compare other pieces to see the difference in fish. Then, I will communicate that nature and science are very intertwined with art. It is important to observe the natural world around us.

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.**

Pattern, Proportion, Shape, Form, Observation, Inquiry, Reflection

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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.

The big idea and concepts connect why artists create AND how it can affect the audience and who interacts with it. With fish biology, students will explore to inquiry and observation through diagrams to engage with an art medium and technique. By reflecting and comparing various interpretations of fish, students would perceive the nature and science in art through making art. Many artists bring in all content areas to art in a way that expresses a universal language. We will be inspired by the Italian artist, Riccardo Biavatti, and create a clay stand to present our fish in a way for the class and teachers to see.

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

I can OBSERVE different types of fish and decide if I would like to create my own or use one as a reference. **(Bloom's: Analyze, Comprehend, GLE: 1A and 4A, Literacy: Vocabulary and Diagrams, Technology: Google Slides)**

I can draw a fish through shapes, lines, color and patterns to create texture. **(Bloom's: Apply, Create, GLE: 3B, Art learning: Drawing)**

I can choose the shape of my fish, cut it out, and add texture through different sculpture tools. **(Bloom's: Apply, Create and Reflect, GLE: 2B and 3A, Art learning: pottery)**

I can show my skill in using sculpture tools to create different textures. **(Bloom's: Apply Transfer, GLE: 2B, Art Learning: pottery, Literacy: Vocabulary for pottery processes)**

I will be able to create a base for my fish by learning the process of a kiln. **(Bloom's: Understand, Comprehend, GLE: 3B, Art learning: Pottery)**

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.)	Printed out photos for reference if ideation and guides are needed. I will print out photos of different types of fish for a student to look at during the entire plan and work time.	I will have students practice with 4 2-D sketches, then move forward with one larger drawing for students who move fast. This will help guide their fish slab cut. As the students plan, they will make notes what they will be adding. If literacy/writing cannot be done, then teacher will provide them an opportunity to do a verbal interpretation.
Extensions for depth and complexity:	Access (Resources and/or Process) Students who would like to go above and beyond can research different fish I do not provide. Once they have a more intricate fish, they can research different patterns for scales. They will have more independence.	Expression (Products and/or Performance) More intricate designs on fish regarding the body shapes and patterns.

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.
Fish Anatomy Diagram Vocabulary: Caudal Fin Lateral Line Dorsal Fins Anal Fin Pelvic Fin Pectoral Fins Gills Teacher will ask them to read and share the parts of a fish that they see. This will allow students to read the word and make a visual connection to the actual fish body.

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.
Sketchbook Pencil Clay Slabs – 9” x 6” (1/2 inch thick) Newsprint paper Toothpicks Various Clay Tools (straws, plastic forks and knives, combs, wooden dowels, etc.)

Fabric Clay Mat
Plastic Bags
Kiln
Watercolor Paint
Paintbrushes

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.**

Presentation with questions, diagrams, pictures, artist work, and learning targets: https://docs.google.com/presentation/d/1w2Zs-fVb5bUVckc5CvKglxL1U2mDQuY9Yvv4bfwNZPo/edit#slide=id.gb51833e5e6_0_0

Preparation:

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

1. Create presentation with information listed above.
<https://docs.google.com/presentation/d/1w2Zs-fVb5bUVckc5CvKglxL1U2mDQuY9Yvv4bfwNZPo/edit?usp=sharing>
2. Print out photos of fish.
3. Cut newsprint paper the size of clay slab to give students guidance.
4. Roll out clay slabs in specific size requirements and store in a sealed space.
5. Prepare clay tools and divide in containers to be COVID friendly.
6. Prepare number of plastic bags needed for student process storage.
7. Fill bowls of water to give out when working.

Safety:

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

- Clay Tools and Toothpicks: go over proper and improper use of tools.
- Explain the process of the kiln and how we avoid explosion by creating holes in clay or not making it too thick.
- Refresh COVID rules (no walking around, social distancing, and sharing tools).

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.

Visual Introduction – The photo of the title page in presentation is bright and colorful. This will help get students excited about the ocean and fish.

Enthusiasm – share excitement and interest in fish AND clay.

Question asking – Because they have been doing art remotely, the question, “Who is excited to get our hands messy and play with clay?” will get them excited and ready to listen immediately.

Teacher will investigate with questions asked previously in the pre assessment:

- Has anyone SEEN a fish?
- Where do fish live?
- What do they look like?
- Who has worked with clay?
- How do we make clay hard?
- How does water affect clay?

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.

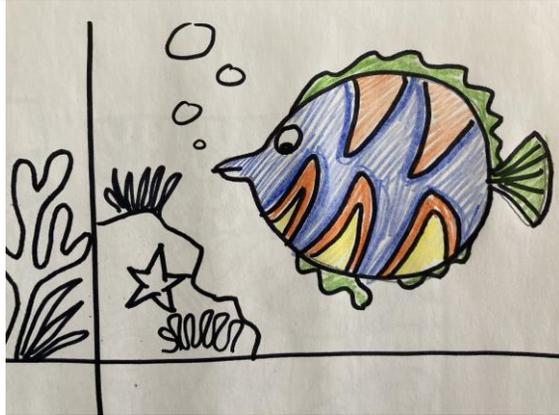
To begin, teacher will share real fish, but the students will have a choice to either use a real fish as a reference OR create their own, unique, fish. Before stating this to students, teacher will ask questions to help guide the students thinking into “Fish can look very different, including, form, shape, pattern, color, etc.” When student verbalize their observations and thinking, they will soon brainstorm and ideate the fishes they might desire to create on paper and in clay form.

Teacher will complete three demonstrations throughout the lesson which includes sketching, creating the fish in clay, and painting pattern and color. Some students need scaffolding when it comes to ideation and some will immediately know what they are planning to do. By demonstrating, all students will have the instruction needed to step forward in the project.

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 1	<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <ul style="list-style-type: none"> - Teacher will present the slideshow including the introduction, questions, inquiry, and images to create a class discussion. (15 minutes) - Teacher will go over learning targets and goals for the day regarding main concept vocabulary and the four sketches required in sketchbook by the end of class. (5 minutes) - Teacher will demonstrate an example sketch, step by step, and layout in sketchbook through computer camera (5 minutes) 	<p>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</p> <ul style="list-style-type: none"> - Students will explore and observe the parts and function that fish have by sharing ideas in class discussion. - Student will plan to layout sketchbook in four parts to make sure that they will meet the ideation goal. - Students will engage, envision, and observe the steps needed to plan fish sketches through the demonstration in camera. - Students will explore their own ideas by sketching shapes and coloring patterns during studio/work time. 	Time: 45 Minutes
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- Teacher will transition students into work time where students can sketch and color. (20 minutes)

Day
2

- Teacher will review previous day and continue to day two of the slideshow. Teacher will ask questions about the artist example. (10 minutes)



- Teacher will move to demonstration of clay slab process and go through steps of poking through paper onto clay to create an outline. Once paper is peeled back, the teacher will use holes to guide her cutting of the fish outline. (5 minutes)
- Teacher will ask questions about the relationship between clay and water. Then, will move forward to pattern examples and the process of scoring. (5 minutes)
- Teacher will hand out clay mat, slab, tools, and water to all students to remain COVID friendly. (5 minutes)
- Teacher will move students into work/studio time. (15 Minutes)

- Students will engage in questions and discussion about previous day and artist example. They will share what they see and why that may be. (10 minutes)
- Students will listen and observe the process to successfully cut a fish out from the clay slab. (5 minutes)
- Students will reflect on relationship between clay and water so they can utilize material best. (5 minutes)
- Students will explore the properties of clay once given all materials needed for project. (5 minutes)
- Students will engage with steps needed and persist on challenges they may face. (15 minutes)
- Students will listen and participate in clean up. Students will clean their own individual space. (5 minutes)

45 Minutes

	<ul style="list-style-type: none"> - Teacher will instruct clean up time and storage process (5 minutes) 		
Day 3	<ul style="list-style-type: none"> - Teacher will review artist example and ask questions about the base. Teachers will ask about judgement with proportion: “If our fish is this big, would it stand sturdy with a tiny base?” (5 Minutes) - Teacher will demonstrate process of getting air bubbles out of clay, forming it to become a solid base and explain the importance of clay thickness when using kiln. (10 minutes) - Teacher will hand out appropriate amount of clay to form into base, tools, and water. (5 minutes) - Teacher will transition students into work time. (20 minutes) - Teacher will instruct clean up time and refresh storage process. (5 minutes) 	<ul style="list-style-type: none"> - Students will engage in questions and discussion about the artist work and proportion. They will share what they see and why that may be. (10 minutes) - Students will observe how to get air bubbles out of clay and forming their own unique base for the fish to stand on. - Students will explore the thickness of clay once given all materials needed for the part. (5 minutes) - Students will listen and participate in clean up. Students will clean their own individual space. (5 minutes) 	45 Minutes
Day 4	<ul style="list-style-type: none"> - Teacher will review the relationship of color schemes and how color can affect the concept of fish. Teacher will ask about unique, artistic decisions that need to be made. (10 minutes) - Teacher will begin demonstrating the application of tempura on the clay. When demonstrating, the teacher will ask students to make observation about the medium being applied. (5 minutes) - Teacher will hand back fish bodies and bases. (5 minutes) - Teacher will transition students into final work time. (20 minutes) - Teacher will instruct clean up time and refresh storage process. (5 minutes) 	<ul style="list-style-type: none"> - Students will engage in Color Theory Presentation by discussion, interpreting artwork, and asking questions. (10 minutes) - Students will engage in demonstration through document camera and participate in tempura observations. (5 minutes) - Students will listen for their name to be called while being patient. (5 minutes) - Students will explore the different color schemes and apply patterns on top of clay textures. (20 minutes) - Students will listen and participate in clean up. Students will clean their own individual space. (5 minutes) 	45 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 be able to do their own gallery walk once all fish are painted fully. Students will place their fish in the spot they usually sit in, then teacher will lead a snake line around to every piece. Once they have done a gallery walk, they will be able to share tokens by each fish to share categories like texture, shape, pattern, color, etc. After this activity, students will receive a piece of paper that says, “My favorites part of my fish is:” and “Something I would change about my fish is:” OR if we are online, they will share their finished pieces over Seesaw (platform where students can turn things in and comment)

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

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

By recording and listening during the token discussion, I will catch objective vocabulary and concepts. Students will discuss the science behind fish and elements of art.

I will also be able to gather self-reflection sheets once filled out to help understand where students are at after the project is completed.

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.

I will print out a checklist for each fish to give back.

Checklist below

Name:

Class:

Clay Fish Sculpture Checklist

Did I engage with the science of a fish through expressing different body parts on my clay fish?	Yes	No
Did I complete my four sketched to brainstorm?	Yes	No
Did I follow steps to create my clay fish in the best way possible?	Yes	No
Did I incorporate shape, form, texture, pattern, and color into my clay fish?	Yes	No
Did I participate in the	Yes	No

gallery walk and token discussion?		
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Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

Reflection
After finishing this project with both Third Grade classes, I realized that this project was unique, choice based, and successful. The students enjoyed the clay because they have been learning online for the past year. Playing with clay was already a great motivation for each student to create different and interesting work, but the teacher’s enthusiasm with teaching about fish anatomy is important. The steps created to help students recognize how to work with clay and its properties, cut shaped out, and use tools to create different texture. Something I would change is the end evaluation. I had to do the gallery walk and reflection sheet on separate days because everyone had to finish. I would add more management to keep specific deadlines. Overall, it was a fun and engaging STEAM project.