Lesson Plan Title: Coil Vessels Length: 8-10 Classes

**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 willneed to know to be successful.

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| **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. |
| Kahoot  The Kahoot will pre assess where students are at with basic building methods, slip and score, and art vocabulary. |

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| **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) |
| ATTENTION ALL STUDENTS!  Your school is looking to artists to create vessels around the school. Your job is to create a coil vessel that is at least 10” tall and change in contour at least one. The purpose of the vessel is up to the artist, but it must have a plan and be executed with intent in mind. The school will choose one vessel to be on display in the district office. Get your plans together and start rolling coil. |

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| **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.** |
| Line  Form  Vessel  Movement  Shape  Intent  Purpose |

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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 also demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. |
| Artists create with intent and purpose.  Artists utilize a variety or methods, tools, and materials in their art. |

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| **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** |

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| **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) |
| Given the prompt SWBAT develop plans, sketches, and templates for their coil pot. (Create, Create, GLE 3, Ideation, Literacy, Numeracy)  Given worksheet and materials SWBAT identify elements and principles of art. (Understanding, Comprehend, GLE 1, Expressive features and characteristics, Literacy, Technology)  Given PowerPoint slideshow SWBAT recall Native American pots and vessels and purpose from the Colorado and the Southwest. (Remembering, Transfer, GLE 1, Historical / Multicultural, Technology, Literacy)  Given clay, tools, and materials, SWBAT create a coil vessel greater than 10”. (Create, Create, GLE 1, Materials and techniques, Technology, Literacy)  Given reflection sheet, SWBAT Examine their work and the work of their classmates. (Analyzing, Reflect, GLE 1, Critical Reflection, literacy) |

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| **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**. |

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| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Students will have **choice** in working with table groups or by themselves for the formative assessment worksheet  Information will be displayed and read out loud | Group responses (small group or table groups to finish worksheet)  Checking for understanding  The product of the coil vessel is self-differentiating though choice of vessel type, size, texture, form |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Students will have **choice** in their table groupings  This choice will be self differentiating | Students templates and pots will be assessed and approved by teacher  Push extension students for higher height on vessel |

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| **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.** |
| Vessel  Score  Slip  Coil  Slab  Pinch pot  Line  Form  Undulation  Movement  Texture  Shape  Pattern  Geometric  Organic  Functional  Literacy:  Literacy be integrated into the lesson through reading the board on the kahoot questions.  Worksheets will integrate literacy as well as group work. |

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| **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.** |
| Paper  Pencils  Clay  Clay tools  Rolling pin  Plastic bags  Worksheets  Slip  Computers |

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| 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. |
| Kahoot:  <https://play.kahoot.it/#/?quizId=7b5a91f1-b698-4e53-a86f-0a1478cef97d>  PowerPoint Slideshow day 2:  <https://docs.google.com/presentation/d/1o9vP3L1pwz_-ygUgMdfdC8TtGL0ahAR3MSYaEYLdDJk/edit?usp=sharing>  PowerPoint Slideshow day 3:  <https://docs.google.com/presentation/d/1AuFA5G0nwT96T__QKTDzjLVizghu9SG-Dg1InY1MLmg/edit?usp=sharing>  Worksheet:  Machintosh HD:Users:bodhizattva:Documents:Student Teaching:Lopez Elementary:5th Grade:element_worksheet.pdf |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| Prep the classroom for 5th graders   1. Get the tub from the classroom tub cabinet 2. Prep clay by cutting 3. Clay cart out in the classroom 4. PowerPoint cued up 5. Worksheets printed and cut |

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| Safety:Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format. |
| Students are expected to work like artists and be safe while using materials  Students are given clay tool kits, which include safe clay tools (credit cards for cutting, toothbrushes for scoring and slip) |

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| **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. |
| Why would cultures create pottery?  If these works are functional do you still consider them to be art? Why?  Why do artists make visual art to tell stories?  What drives an artist to choose one thing over another?  How can talking or thinking about the visual characteristics of art improves the intended meaning in a work of art? |

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| **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. |
| Ideation stems from visual stimulation in the PowerPoint slide show. This lesson is rooted around pottery building using coil and score and slip.  Students are required to begin sketching contour ideas for their final vessel. They are to come up with 10 designs. From these 10 they will select one to create a template of (if symmetrical). |

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| **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 |

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| Day 1 | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology. KNOW (Content) and DO (Skill)**  Kahoot Into  Call classroom teachers to have students bring their laptops with them to class  Greet students in the hallways  Keep a calm demeanor  Build excitement with the lesson and tell them they are going to be doing a kahoot quiz  Invite students into the room reminding them of classroom expectations and receiving their first star for the day (entering quietly)  Students are to find their seats and no one should be sitting at a table by themselves.  Begin Kahoot Activity  <https://play.kahoot.it/#/?quizId=7b5a91f1-b698-4e53-a86f-0a1478cef97d>  After students answer the questions pause the quiz and discuss the images and vocabulary  After the formative:  Transition to PowerPoint  Run thought PowerPoint stopping and discussing potter and building with coil  Historical and Multicultural talking about works from the area and surrounding  Pattern  Repetition  Color  Slip  Score  We will next move on to ideation and planning of our coil vessel  Pass out ideation / planning sheets  Students are to create 10 different shapes and sizes for vessels  Clean up | **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** | **Time** |
| Day 2 | (Marti Lesson)  Skills/ Template  This day discusses how to begin building a vessel  Introduce clay cart  Success Criteria:  I can explain ho a template works to hand build pottery  I have finished my planning for my coil vessel  Score and slip  Rolling coils  How to begin with a base  In order to keep a symmetrical shape with our vessels we need to use a template made from index paper  Explain that when you plan to begin a template, the base will have to be double because the template is only for one side of the vessel  Students are to begin making their templates if they want a symmetrical vessel.  Begin working with clay  Cleanup |  |  |
| Day 3 | Mini Lesson on Elements of Art  Elements of art  Meet students at the door  Greet students calmly  Create hype for the lesson by reminding the students the are working with clay  Invite students into the classroom and instruct them to take a seat  Go over learning target and success criteria for the for the day  Introduce Elements of art:  The art elements are import because this is how we talk about and discuss art  Line  Line is an element of art defined by a point moving though space  Jackson Pollock  Different kinds of line:  Curvy  Straight  Diagonal  Circular  Shape  An element of art that is 2d, flat, or limited to height and width  Pablo Picasso  Square  Circle  Triangle  Octagon  Texture  An element of art that refers to the way things feel or as if they might feel if they were touched  Implied Texture  Vincent Van Gogh  Furry  Dry  Itchy  Smooth  Rough  Form  An element of art that is 3d and encloses a volume, length, width, and height  Umberto Boccioni  Cube  Pyramid  Sphere  Cylinder  End in mind:  Show example of vessel  Where do you see the elements of art in this work?  How do you think this vessel was made?  Do you think the artist used a template? What tells you this?  How did the artist use line? Shape? Texture?  Show students how the artist used a template for smaller version and the larger version  Work time on students Coil Vessels  Have students clear tables off and call one at a time to get their work  Begin cleanup 12 minutes early with enough time to do formative assessment (elements worksheet)  Pass out worksheets to students  Dismiss student to line up by table when they are finished  Daily stars  Did you…  Enter the room quietly?  Listen to directions?  Work like artists?  Clean up quickly?  Line up quietly?  Collect the worksheets on the way out of the door. | Comparing analogous situations: transferring insights to new contexts  Listening critically: the art of silent dialogue  Evaluating the credibility of sources of information  Developing confidence in reason  Generating or assessing solution  Thinking independently  Developing intellectual good faith or integrity | 10:45  10:47  10:49  10:50  10:52  10:55  11:18  11:23  11:30 |

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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.) |
| Summative Reflection worksheet is to be finished at the end of the project. Students will reflect on their works, identifying areas of personal growth, struggle, praise, and things they would have changed. |

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| **Post-Assessment (teacher-centered/objectives as questions):**  Have students achieved the objectives and grade level expectations specified in your lesson plan? | **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. |
| Did the student develop plans, sketches, and templates for their coil pot?  Can student identify elements and principles of art (line, form, texture, shape, color)?  Can the student recall or identify Native American pots and vessels and purpose from the Colorado and the Southwest?  Did the student create a coil vessel greater than 10”?  Did the student examine their work and the work of their classmates? | Rubric:  Machintosh HD:Users:bodhizattva:Documents:Student Teaching:Lopez Elementary:5th Grade:coil_rubric.pdf |

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

8/9/15 Fahey