

Lesson Plan

Title: Clay Creature

Length: One class (Plus two related lesson plans)

ou plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesso
information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding c
r know and what they will need to know to be successful.

t:
o 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 conce
objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

how do we use clay?
what is a creature/habitat?

ents 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 c
t about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

esearcher working at a museum to create a *real or imaginary* animal out of clay. Your animal will be on display in the museum so that students and 1
able to learn about your creature. You will use your art knowledge and skill to tell the animal's story and to show its features and characteristics.

gist studying all kinds of animals and creatures. Your job is to create a habitat for your animal you have been studying. (students created animal) Aft
id its different qualities, you will create its personal habitat deciding on where it should live.

as students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include:
atterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Traditi
pe, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

e
ration
que
gate/Discovery

Understanding (s):

Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two concepts but also demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

observations and learn new techniques to create art.

Lessons should address all standards.)

Learn to **Comprehend**

Critique to **Reflect**

Discover to **Create**

Connect to **Transfer**

Outcomes/Learning Targets:

Describe a learning experience with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning standards for Visual Arts, Literacy and Technology. **Should be written as:** Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numbered Outcome: _____ -Technology)

When using clay techniques, students will be able to understand shapes, lines, forms, etc.

Understanding

Comprehend

Identify and recognize characteristics and expressive features within works of art

Identify expressive features and characteristics of art

Interpret, and make meaning of art and design critically using oral and written discourse

When working on their finished creation, students will be able to clearly describe their decisions and processes related to their finished creation.

Understanding

Comprehend

Identify what art represents and tells the stories of people, places, or things

Interpret

Identify, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

When working on their finished creation, students will be able to depict an imaginative or realistic creature and habitat of their choice.

Understanding

e
o- and three-dimensional work of art based on person relevance
aterials(s)/technique(s)

of ceramic art, students will be able to describe clay as an art medium and as an element in familiar objects.

ating
fer
d viewers contribute and connect to their communities
ritical reflection
compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non

ration and provided materials, students will be able to invent a creature and habitat using clay.

ing
ion/Reflect
terpret connections to the stories told in and by works of art
leation
e, demonstrate, and debate the place of art and design in history and culture

ally 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 s
icient 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 c
still meet the objectives.

	Access (Resources and/or Process)	Expression (Products and/or Performance)
s for students to access multiple modes for student to standing.)	There should be no significant barriers to resources or process for this group of students.	There is no set expectation for this project. Student the problem will vary.
depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Student work will reflect individual development. Solutions that are more complex will be available to students who need a greater challenge.	The product each student produces will be specific 1 individual. This is an exploratory exercise. Students variety of options for individual expression and cho

abulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

y, plasticity, impression

Engage in group discussions about their observations and in individual discussion with the teachers about their own work.

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.**

Levels

Materials- textured objects (feathers, shells, kitchen gadgets, pinecones, leaves, stamps, etc.)

Tools

Use waxed paper or other release material for under the clay slab

Reads and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (Tell the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Level/creature

Level of ceramic art (student if available and teacher)

Texture tools for clay

How to carry clay

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

How to soften clay

How to compress

Examples of ceramic art

Examples of objects for students to use in their creations

How much time is adequate time to dry, fire and glaze finished work

Prepare ideas about how the students may create the animal's habitat. Do the students need images and dimensions of their finished work in order to complete?

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

ve a variety of hand tools and objects in the creation of their finished projects. The proper use of these tools will be discussed and demonstrated before working with them.

ivate/Inquiry Questions:

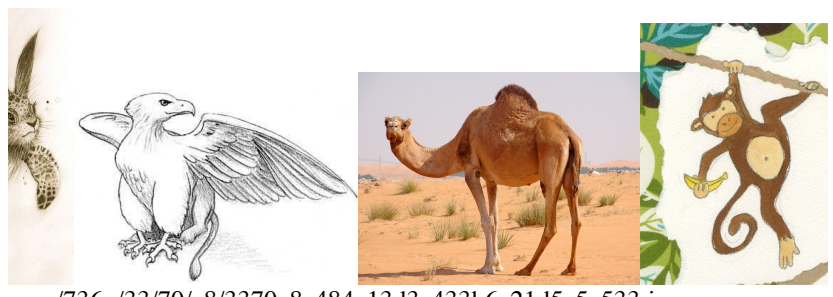
ou will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **ons will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the **g styles/intelligences** of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

that we are going to use clay (a material many of them are excited to use)

we are going to begin by playing with the clay

option of personal choice in the creation of their ceramic animal

e of ceramic art that they can observe and handle



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com/originals/e1/d3/f0/e1d3f02b5a7156813e8349c9e85f402f.jpg
llpaper.com/wp-content/uploads/2015/07/Beautiful-Camel-Animal-Wallpapers.jpg
ystatic.com/000/0/6119568/il_570xN.314728979.jpg

mple

ry:
 creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visualized and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

- Are they a real animal like a dog, a dinosaur, a snake, a lion, a fish, or elephant?
- Are they an imaginary animal like a unicorn, dragon, or a griffin?
- Are they a mix of real and imagination like a three-headed dog or a horse or monkey with wings?
- Where do they live in the sky, on land, under water, in the desert, jungle, swamp, mountains, etc.
- What will your creature have?
- How will your creature have?
- What do they have scales, fur, feathers, horns, teeth, wings, beaks, etc?

- What habitat does your creature live in?
- Where does it live?
- What skills would it have?
- Where could it live?
- What trees and plants would it live?
- What kinds of animals would it live with and how they know that.

account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Instruction - The teacher will... (Be specific about what concepts, techniques, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	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
<ul style="list-style-type: none"> Students will be seated at their workstations according to instruction. Each student will be provided a small 1-2 inch ball of clay, which he or she will manipulate and observe. Students will be divided into two groups for discussion and demonstration. 	<ul style="list-style-type: none"> questioning deeply 	<p>5 – 10</p>

<p><i>What happened to your clay if you made it very thin?</i></p> <p><i>What happened to your clay when you stretch it?</i></p> <p><i>What did your clay do when you pressed something into its surface?</i></p> <p><i>Were you able to stick two pieces of clay together?</i></p> <p><i>This is what happens: when pieces are not joined well; clay is too wet; stretched too thin; etc.</i></p> <p><i>This is how the extruder is used</i></p> <p><i>This is how we join extruded clay to our creature</i></p> <p>stration:</p> <p><i>How to sketch into the clay before major work begins</i></p> <p><i>How to handle the clay slab (not damaging its integrity)</i></p> <p><i>How to use the clay extruder</i></p> <p><i>How to handle extruded clay (gently, by end)</i></p> <p><i>How to attach extruded clay and small clay parts</i></p> <p><i>What happens to clay that is not joined correctly</i></p> <p><i>How to use a variety of materials to print into the clay surface</i></p> <p><i>How to remove parts of the clay slab</i></p> <p><i>How to use clay tools</i></p> <p>Students will return to their assigned workstations to create their own clay creature. Time permitting; students will complete a galley walk in order to observe the work of their peers. Cleanup: Students will place their chairs under the table and wash their hands.</p>	<p>listening critically clarifying issues</p> <p>listening critically clarifying issues</p>	<p>10-15]</p> <p>(potem studen partici</p> <p>5 Minu walk</p> <p>25-30]</p> <p>work t</p> <p>5 Minu</p>
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<p>Students view PowerPoint showing images of animals</p> <ul style="list-style-type: none"> ○ For slides 1-4 <ul style="list-style-type: none"> ▪ What do you see on this animal? ▪ Where might this animal live and why? ▪ What on the animal fits with the habitat? ○ students will brainstorm different habitats and what kind of animals live there. What characteristics on an animal help decide where it should live? <ul style="list-style-type: none"> ▪ ex. wings - it can fly so the sky 	<p>Analyzing and evaluating</p>	<p>5-10 m</p>
<p>finished habitat example shown</p> <ul style="list-style-type: none"> ○ How does this habitat fit my creature and why? 	<p>Developing criteria for evaluation</p>	<p>5 min</p>
<p>Images from last class will be handed out for students to think about their habitat</p> <p>Students clay and drawing tool will be at tables</p>	<p>listening critically</p>	<p>5 min</p>
<p>A quick demonstration will go over using the drawing tool and not piercing clay and only using one side of the clay.</p> <ul style="list-style-type: none"> ○ demonstration will be at two different tables 		<p>5 min</p>
<p>Students draw habitat elements</p>		<p>15 min</p>
<p>Second demonstration going over texture again</p> <ul style="list-style-type: none"> ○ No completely covering original drawing ○ introduce forks for texture ○ How to attach textures (maybe each student tries on the teachers slab to attach something) 		<p>5 min</p>
<p>Students finish adding texture into their slab habitat</p>		<p>15 min</p>
<p>Images shown and students guess what kind of animal may live in the habitat</p>		<p>5-10 m</p>
<p>Clean up</p>	<p>analyzing and evaluating interpretations</p>	<p>5 min</p>

ive/inquiry activity:

ns and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings pre el expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materi reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

gauge in a discussion during the small group demonstration where they will talk about their own discoveries and learn from their peers and instructor.

engage in a gallery walk during the lesson

view a few of the class's habitats and think and discuss what kind of animal may live in it and what characteristics the animal may have

nt (teacher-centered/objectives as questions):

chieved the objectives and grade level expectations specified in your

Post-Assessment Instrument:

How well have students achieved the objectives and grade level expectatic in your lesson plan? Include your rubric, checklist, rating scale, etc.

Checklist:

nderstand shapes, lines, forms, etc using clay?

- Students understand shapes, lines, forms, etc using clay
- Students describe their processes related to their finished creation
- Students depict and imaginative or realistic creature and habitat of their c clay
- Students can describe clay as an art medium and familiarize with it
- Students can invent a creature and habitat using clay

learly describe their decisions and processes related to their on?

epict an imaginative or realistische creature and habitat of their

✓+ Above expected level, very creative, very experimental with clay average skills, creature and habitat effectively reflect each other, th describe process using clay

escribe clay as an art medium and as an element in familiar

✓ At expected level, creative, experimental with clay, average skills and habitat reflect each other, describe process using clay

vent a creature and habitat using clay?

✓- Below expected level, not creative, rarely experimental with clay skills, creature and habitat hardly reflect each other, minimally desc

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 was your goal 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 this again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

We began our introduction into clay. Students were first given a small ball of clay and were able to explore and manipulate the clay with minimal prompts: roll, and flatten. After this, students gathered around two tables and observed a demonstration on how to ‘draw’ into the clay and create their creature on their own clay, able to work, and then viewed another demonstration showing how to add textures onto their animal.

While playing with the clay and I think that was a good choice to let them begin with touching, viewing, and experimenting with the medium to begin with. It would have been better to keep these off the tables until after, because they ended up making ‘lollipops’ and using the sticks when we were wanting to play with the clay itself. They also were a little distracted by the animal images, so since they were not being used right away those could have been distributed later. I would do differently

It would have been better to keep these off the tables until after, because they ended up making ‘lollipops’ and using the sticks when we were wanting to play with the clay itself. They also were a little distracted by the animal images, so since they were not being used right away those could have been distributed later. We have allowed the students to experiment with the texture tools on scrap clay before going to their animal. When given the tools a lot of students got frustrated and just destroyed their creature they had drawn and had to redo them. If they had something to really play with before going back to their piece, maybe a small ball of clay. We did not have our made example or images to show what students were working towards as a finished product and I think I should have showed some of them to see.

Lesson on day 2 was very similar to last weeks with a few alterations. We continued their exploration with clay and had them build on last lesson by creating a creature that could accompany and connect to their ‘slab creature.’

In our next examples this week we included some student work, which worked well and I think was a good way to get the others thinking about their own creature and habitats they could create. Students did well thinking about what in their habitat would fit with their creature.

I would do differently

It went well and there is not a whole lot I would have done differently. We allowed students to go up and pick out their texture tools from a table in the room. The students got busy when a lot of students were up there, but for the most part it was not a problem.

ude all handouts, prompts, written materials, rubrics, etc. that will be given to students.