

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 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.

Assessment: *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. (Use the following questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

At the start of the unit of study, the students have used watercolor and acrylic paint in the creation of original artwork. They have explored color and color properties using paint and dry media. The knowledge and skill that they have developed during these lessons will be applied in this lesson. A short discussion and demonstration will be conducted in order to activate prior knowledge during the lesson.

- How can we use paint to elaborate and define features in our ceramic slabs?
- How does color communicate information?
- Where do you see ceramics in your lives?

Exit Ticket: *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 concept. (AFT – Role / Audience / Format / Topic)

The artist is working to create a display in a natural history museum. You have already created a creature and a model of that animal out of clay. Your clay creations have been fired in a kiln and are now ceramic art. You will now use paint to add color and detail to the habitat so that museum visitors will be excited to learn and understand more about the creature.

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, Balance, Color, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the student work, etc.**

Technique
Motivation
Model

Understanding (s):

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 those concepts, they are timeless, transferrable and universal.

color and technique to create and enhance 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 and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: - Standard: - GLE: -Art learning: -Numeracy, Literacy, and/or Technology)

Illustration, student will be able to use color and painting technique to elaborate and define the features of their ceramic artwork.

Painting
 Create
 two- and three-dimensional work of art based on personal relevance
 : Materials(s)/technique(s)
 Numeracy/Technology: N/A

Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery and experimentation.
 Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design

Illustration and discussion, students will be able to discuss and demonstrate how color communicates information in art.

Evaluating
 Comprehend
 and viewers recognize characteristics and expressive features within works of art
 : Expressive features and characteristics of art (Elements/principles of art)
 Numeracy/Technology: Verbal Discussion

analyze, interpret, and make meaning of art and design critically using oral and written discourse
 analyze, articulate, and debate that the visual arts are a means for expression

Objective: In this activity, students will be able to discuss the relationship between their own ceramic art and other ceramic objects in their community, demonstrating their understanding of the relationship between art and culture.

Transfer of Learning: Students will transfer their understanding of art and design to their communities and viewers contribute and connect to their communities.

Standards: Critical reflection/aesthetics/transfer of learning
 Technology: Verbal Discussion

Students will compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and non-art related arenas.

Objective: In this activity, students will be able to discuss his or her own use of color and painting technique in their artwork, demonstrating their understanding of the relationship between art and culture.

Transfer of Learning: Students will transfer their understanding of art and design to their communities and viewers contribute and connect to their communities.
 Transfer of Learning: Students will transfer their understanding of art and design to their communities and viewers contribute and connect to their communities.

Standards: Conceptual/ideation/personal grounding
 Technology: Verbal Discussion

Students will analyze, demonstrate, and debate the place of art and design in history and culture.

Instructional Strategy: 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 challenge, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

	Access (Resources and/or Process)	Expression (Products and/or Performance)
Students to access content and student to express understanding.)	There should be no significant access barriers for this group of students during this activity	Student work will reflect individual decision making ability and proficiency. Work will vary according to student ability and not require formal differentiation
depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

There should be no significant barriers during this lesson. Student work complexity will reflect individual student decision making and proficiency.

The expressive characteristics of the student product reflect choice and proficiency

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

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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.**

- covers
- smocks
- ;
- plates
- ies
- r containers
- r buckets
- ing materials (sponges, rags, etc.)
- or similar material for hanging (sponge activity)
- to transport 36 painted ceramic tiles (dry and wet)

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 in this lesson.) **List all resources in a bulleted format.**

Save files on a USB flash drive: C:\Users\Howard\Desktop\Ceramic Painting Project Kindergarten

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

Drill, and Fire ceramic tiles
Develop an efficient way to transport the ceramic slab art to and from class
List materials:

Materials:
- Drills
- Ceramic covers
- Glazing materials
- Tiles
- Trays and buckets
- Safety glasses
- Save images onto a USB drive and bring them to class
- Discuss the content of split demonstrations

What safety procedures that need to be addressed with students. **List all safety issues in a bulleted format.**

What are the significant safety concerns during this lesson. Preparations and instructions do need to be taken and adhered to in order to protect the classroom and/or to student clothing.

Stimulate/Inquiry Questions:

How will you 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?** **Use the 5W's and H** 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: use of questions, role-playing, etc.

action to accomodate demonstration, completion of two pieces, and cleanup.

and field responses related to the two clay art projects the students have already completed

are using paint to tell their stories and to make them exciting to see

have these kindergarten artists used color to tell their creature's story?

important to use different colors for different features, i.e. leaves from flowers, eyes from faces, bubbles from water? Why?





Activity: 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 the activities you will engage students in to help them develop ideas and plans for their artwork.

How will you use color to help tell the story of our animals and habitats?

How do you use the “right” color for something, i.e. a red apple, green leaves, a grey elephant?

How do you decide to use the “right” color?

How do you use “imaginative” color?

Assessment: List the amount (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 where appropriate; including what student will understand as a result of the art experience

on - The teacher will... (Be **specific** about what concepts, information, findings, etc. will be taught.) **Identify instructional methodology. KNOW) and DO (Skill)**

ts seated on morning rug:

Discussion to remind them of their clay art

Tell them we are adding color to finish our stories

Show PowerPoint images:

How have these kindergarten artists used color to tell their creature's story?

Is it important to use different colors for different features, i.e. leaves from flowers, eyes from faces, bubbles from water? Why?

ts divide and gather at two tables for demonstration:

Talk about fired ceramic clay

Talk about similarities and differences between their ceramic clay and ceramic vessels and art in their own homes

Talk about safe and orderly use of paint

our painting procedures (discuss and demonstrate)

Paint mixing on their plates

Not using dirty brushes in new paint

Not accidentally mixing wet paint on their work surface

Properly loading a brush

Applying an appropriate amount of clay to surface

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**

Color in relation to symbol

Color as a communication device

Ideation

Age appropriate understanding of the transformation of clay to permanent ceramic art (kiln temperature, basic explanation of quartz inversion)

Prior knowledge and technique for painting procedure

Time

Fast:

5-10 M

Fast:

5-10 M

<p>Handing wet painted art</p> <p>That each student will wear a painting smock and why</p> <p>ts are called to their work stations where they will find wn ceramic animal and a painting smock</p> <p>Each student puts on a paint smock before using paint</p> <p>Students will paint their ceramic creature</p> <p>ts will engage in a short gallery walk according to tion and demonstration</p> <p>Students will sit on the rug and participate in a short discussion of their findings so far with painting on the slab while their habitats are swapped out.</p> <ul style="list-style-type: none"> o What do you notice is different painting on a 3D surface? o Do certain colors show up better? o Who had struggles with their piece? o Who discovered something interesting with their piece? <p>ts will return to their seats where they will paint their own c habitat tile</p> <p>p:</p> <p>Students will wash their hands</p> <p>Students will remove paint smocks</p> <p>Activity: Students who complete their work early can cut ribbon, yarn) to thread through the holes drilled in their e/habitat art.</p>	<p>Decision making, problem solving</p> <p>Reflection and ideation</p>	<p>15-20]</p> <p>3-5 Mi</p> <p>15-20]</p> <p>5 Min</p>
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Formative/inquiry activity:

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 for 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 questions of the lesson.)

will be time intensive. If time allows, the students will participate in a **gallery walk** between work on their first and second projects. All students will participate in individual discussions with their teachers and other students at their table.

Formative (teacher-centered/objectives as questions):

How well 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.

Are students able to use color and painting technique to elaborate and define the features of their ceramic art?

Are students able to discuss and demonstrate how color communicates information?

Are students able to discuss the relationship between their own ceramic art and other ceramic objects in their lives?

Are students able to discuss his or her own use of color and painting technique?

Checklist:

- Students able to use color and painting technique to elaborate and define the features of their ceramic art?

- Students able to discuss and demonstrate how color communicates information?

- Students able to discuss the relationship between their ceramic art and other ceramic objects in their lives?

- Students able to discuss his or her own use of color and painting technique?

✓+ Above expected level, very creative, very experimental with paint and color, above average skills, paint and color are used to add detail and interest highly effectively

✓ At expected level, creative, experimental with paint and color, average skills, paint and color are used to add detail and interest effectively

✓- Below expected level, not creative, rarely experimental with paint basic skills, paint and color are used to add detail and interest ineffe

Conclusion 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? (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? (Conclude)

Lesson went well overall.

Key medium with kindergartners, but compared to our first lesson and experience using it, we improved a lot!

We prepared accordingly with table covers and a better system to provide each student with paint and their own space to mix

slabs. This worked very well and I think was more productive for the kindergartners.

Students were well painting their slabs and often worked with each other answering each other's questions about how to make certain colors

match to them and hearing their knowledge they have gained from working with color mixing in our previous lessons. Students were

able to pick out their yarn to tie into their slab to hang, which was useful for when students felt finished and others were

still a tough part of the lesson and it felt like we were running around trying to switch out dirty water with clean water a lot, so

something to continue to improve upon. Another thing that could have gone smoother was the yarn and making sure the students

put the yarn in the holes in their slab, or that if they did not we would do it for them after class. We had just wanted to make sure each

slab had a color, but when it was getting ready to be time to clean up, a lot of the students were getting worried because they did not

finish.

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

