

## SATURDAY ART LESSON PLAN TEMPLATE

<b>Central Focus/Big Idea</b>	Nature/Environmentalism
<b>Lesson Title</b>	Multimedia Art: Ceramics and Weaving

### Lesson Description

*\*Briefly describe your lesson. What media or processes students will engage with?*

Students will create ceramic pinch pots, which is a hand-building technique. They will pierce holes into the clay around the rim in order to weave into later. The instructors will fire the clay. The students will then stain their pots with iron oxide. The instructors will fire the pots, again. The students will then weave into the pots using the pierced holes and found materials to finish the object.

### Lesson Objectives and Description

Write **three** learning objectives. *\*Remember Bloom's taxonomy and the different complexity levels we discussed. Condition, observable action, and minimum standard (quantitative or qualitative)–. Use active language using observable behavior. Avoid the following words: understand, know, learn, appreciate, believe, enjoy, and realize – these are broad, generic terms and are NOT observable or assessable as stand-alone objectives!*

Students will weave using the found objects into their pinch pots.  
 Students can verbally explain the process of weaving.  
 Students will have created a design for their ceramic vessel and attached weaving securely to ceramic.

### National Visual Arts Standards Addressed

Add **two** National Visual Arts Standards – *Make sure you pick Standards from different categories: create, present, respond, and connect.*

VA:Cr2.1.7a -Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.  
 VA:Re.7.1.8a -Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

### Student Prior Knowledge and Conceptions

*What knowledge, skills, and concepts must students already know to be successful with this unit?*

Understanding of today's environment and how to help protect the planet.

Students will know what a pinch pot is.

Students will have prior knowledge on ceramic stain.

### **Tools, Supplies and Technology Needed**

*Be very specific and detailed with everything you need.*

Materials:

- Found Objects
  - Old shirts/cloth
  - Plastic Bags
  - Natural Fiber
  - Twigs/Sticks
  - Grasses
- Clay pinch pots
- Clay tools
- Stain

Technology:

- Projector for presentation

### **Key Artists**

*List at least one diverse artist: Think about how the artist represents the students you are teaching and how it exposes your students to diverse worldviews. Which specific artworks will you show to your students?*

- Francis Smith
- Edith Schmidt
- Essa Baird

### **Key Artworks/**


*Artist, Artwork Title, Year (list at least 2) **Share links or images.***



Edith Schmidt, Untitled



Francis Smith, Untitled

	 <p>Essa Baird, Untitled</p>
<b>Key Critical Questions</b>	<p><i>List at least 6 critical questions about key artworks that ground writing and discussion activities. These need to appear in the Instruction section as well.</i></p> <ul style="list-style-type: none"> <li>• What do these remind you of?</li> <li>• What do you think they are made out of?</li> <li>• What objects from outside can you think of that are bendable enough to weave?</li> <li>• How do you think the artists went about making this artwork?</li> <li>• Why do you think these materials were chosen?</li> <li>• How would the work of art change if the materials were different?</li> </ul>

Vocabulary and Language Acquisition	
<b>Vocabulary</b>	<p><i>Include words as well as definitions.</i></p> <p><b>Clay:</b> Clay is a type of fine-grained natural soil material containing clay minerals</p> <p><b>Pinch pot:</b> Pinch pots are the simplest and fastest way of making pottery, simply by pinching the clay into shape by using thumb and fingers.</p> <p><b>Found objects:</b> A found object is a natural or man-made object, or fragment of an object, that is found (or sometimes bought) by an artist and kept because of some intrinsic interest the artist sees in it.</p> <p><b>Weaving:</b> the craft or action of forming fabric by interlacing threads</p> <p><b>Warp:</b> The threads on a loom over and under which other threads are passed to make cloth (vertical threads)</p> <p><b>Weft:</b> The crosswise threads on a loom over and under which other threads are passed to make cloth (horizontal threads)</p>

<b>Language Supports</b>	<p><i>State at least two language supports (slideshows with illustrated vocabulary, handouts, using unit vocabulary in class discussion or demonstration, step-by-step illustrations, etc.) Language supports should help students to think and use unit vocabulary. Language support may include images.</i></p> <p>Slideshows with illustrated vocabulary Using said vocabulary in class discussion Handout using vocabulary words</p>
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<b>ACCOMODATIONS FOR SPECIFIC DIVERSE LEARNERS</b>	
<b>Adaptations and Accommodations</b>	<p><i>List and describe <u>at least 2</u> adaptations and accommodations you will perform to facilitate all students' learning.</i></p> <p>Access to all materials If students do not have hand control to pinch, they can coil the clay or use a pre-made pot to decorate. If students do not have hand control to weave, they can glue materials to the pot.</p>

## **INSTRUCTIONAL STRATEGIES**

\*Assign a timeframe to each teacher/student action

<b>Launch</b> (This is only five -ten minutes)
<p><i>This is where you will connect to the students, find out a bit about what they know, briefly review the previous day's material, briefly tell them what they will be doing that day, and get them excited for each day's lesson.</i></p> <p>Icebreaker- 4 corners or musical chairs</p>
<b>Instruction:</b> A teacher should be able to read the instruction and know exactly what to do or ask.

*From these points, any reader should be able to easily imagine all that will happen during this lesson from beginning to end. \*\*What will you do with the students and say to the students during the lesson? List your procedures here in order of occurrence. This description should help readers easily imagine all that will happen during this lesson from beginning to end. \*\* \*\*Break any demonstrations and sequential instructions down into step-by-step, age-appropriate language.*

- Go through presentation, remind students of the artists
- Give students their pots back
- Hand out plastic bags and scissors
- Go through how to make the plastic bags into yarn and how to weave
- Let students continue weaving and working on their project

#### **Closure**

- *Add activities, prompts, directions, attention grabbers, etc. to signal students that the lesson is ending.*
- *Recap*
- *Describe activities that will **reinforce students' learning** in this lesson or **help students reflect** on their learning experience.*
- *Add cleanup and how students will clean up.*
- Clean Up
  - Get rid of any plastic bags cut up but not used in their weaving
- Ask students what they learned about with weaving
- Tell students about the gallery visit featuring their work next weekend

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<b>Activity for Early Finishers, Enrichment and Extensions</b>
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*Describe at least 1 activity you plan to engage advanced students in during and/or after the lesson. Think beyond simply having advanced students “help other students.” This may include stations you plan to set in your classroom for students to engage in when they finish the main activity.*

Free drawing

Do another round of the icebreaker

Bring cardboard looms to create another weaving project

<b>Objective-Driven Assessments</b>
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*Describe methods you will use as assessments. Your assessment approach should be connected to your lesson objectives.*

- Walking around and asking each student questions
- Informal group critic

<b>References</b>
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*List books, web pages, films, etc. you used in the development and execution of your lesson, to allow someone else to knowledgeably teach the lesson.*

<https://clayweave.com/>

<https://www.essabaird.com/objects>

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