

Unit Plan Title: Big Idea: Identity

Essential Question: How can we proudly visually represent our identities through combining different objects of self importance?

Length of Class Period: 39 minutes

This lesson is 4/

Summary		
In this lesson we will start by collecting a bag and writing our names on them to store our clay pieces. I will then announce the directions, and students will retrieve the materials that they need for today's lesson. I will walk the students through step by step how to wedge clay, make pinch pots, attach them and form them into an egg-like shape. Students will follow step by step completing each part. At the end of class we will clean up.		
Learning Objectives		
Objective (use Studio Habit of Mind Objective Wheel to help you find active verbs)	Studio Habit of Mind	Checking for Understanding/Active Participation Strategy/ Assessment Method
After the lesson's first demonstration, the student will be able to observe how to correctly form a pinch pot.	Observe	Summative: WHAT: Students will watch and observe the demo. HOW: I will observe for attention and participation.
After the lesson's last students-at-work, the student will be able to create a hollow egg shape out of clay to later create their heads.	Develop Craft	Formative: WHAT: Students will build the base of their heads out of clay. HOW: I will collect them for later observation.
After the lessons clean up, the student will be able to practice care, cleaning, and organization skills in the art room.	Develop Craft	Summative: WHAT: Students will follow given directions and properly clean their artmaking spaces. HOW: I will observe students for completion of the task.
Standards		
VA:Cr1.1.8 a. Document and reflect on early stages of the creative process, visually and/or		

verbally in traditional or new media. (Objective 1 & 2)

VA:Cr2.1.8 a. Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing. (Objective 2)

VA:Cr2.2.8 a. Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment; and demonstrate self-regulation in applying the understanding in the art classroom. (Objective 3)

Set Up and Materials to Prepare in Advance

What artwork are we looking at today?: N/A

Inspirational Visual(s): N/A

Instructional/Conceptual Visuals (s): N/A

Procedural Visual(s): Pinch Pot Directions

Other Resources and References: N/A

Copies: N/A

Load to screen: Pinch Pot Directions

Cutting paper: N/A

Sorting and Cleaning: N/A

Other: N/A

Materials for Students

Clay (two big handfuls and one small handful/student)

Boards (1/student)

Slip (1/student)

Forks (1/student)

Bags (1/student)

Baby wipes (various)

Permanent Markers (Various)

Lesson Cycle

Trickle In (0 minutes)

As students enter the room, they will take a bag, check it for holes, write their name on it, and take it to their seats.

Directions (2 minutes)

I will announce to the class that we will be starting faces today. Students will then be called up by table or group to retrieve a board and clay. When they return to their seats they will wedge each piece for 30 seconds. Briefly remind students how and why we wedge clay.

Transition (5 minutes)

Students will then be called up by table or group to retrieve a board and clay. When they return to their seats they will wedge each piece for 30 seconds then roll them each into a ball.

Demonstration (2 minutes) (Watch me)

I will demonstrate the proper way to create a pinch pot, including techniques and what not to do.

Students-at-Work (8 minutes)

Students will create two pinch pots out of their two large pieces of clay.

Demonstration (1 minute) (Watch me)

I will demonstrate to the students how to roll and pound a quick thick coil and wrap it like a bracelet for their clay heads to sit on.

Students-at-Work (3 minutes)

Students will roll and pound a quick thick coil and wrap it like a bracelet for their clay heads to sit on.

- While students are at work, I will pass out cups of slip and forks.

Demonstration (3 minutes) (Watch me)

I will demonstrate to the students how to slip and score their pinch pots, attach them together, adjust the sphere into an egg shape and smooth it.

Students-at-Work (10 minutes)

Students will lip and score their pinch pots, attach them together, adjust the sphere into an egg shape and smooth it. Once finished they will place their heads on the coil.

Clean-up/Storage: (5 minutes)

Student Action: Put clay work in their bag and put it on designated shelf, put away boards and slip, put extra clay in red bowl, wipe down tables.

Teacher Action: Give instruction for clean up.

Culturally Responsive-Sustaining Education Strategies**CR-S Education Framework Elements**

Creating a welcome and affirming environment: I will circulate the room during independent work time to build relationships with the students.

Identifying inclusive curriculum and assessment: Students are able to decide how they want their totem pole to stack and what objects to include.

Fostering high expectations and rigorous instruction: Students will be challenged to step outside their comfort zone when creating their artwork. For example in their totem pole sketch, they are challenged to consider different and abstract ways that they could position each piece on the totem pole, and how they can utilize the pole to challenge gravity.

Accommodations and Modifications

Environmental Accommodations: Open walking space to move around the room, with large walkways between tables.

Instructional Accommodations--Presentation: When giving the demonstration, students will all be

able to view my example piece.

Instructional Accommodations--Student Response: Students could work together to develop ideas for artmaking.

Instructional Accommodations--Schedule: Students can be given additional time next class to complete a task if needed.

Modifications required by known IEP/504 Plans: N/A

After Class Teacher Follow Up

Spray ceramics with water if needed.

