Unit Plan Title: In/Visible
Essential Question: How does the invisible affect the visible and vice versa?
Length of Class Period: 90 minutes
This lesson is 5/6

Summary

In this lesson students will discuss how color relates to emotions and determine what colors they want on their final sculpture. They will practice painting on their air-dry clay sculptures from the first class. Students will then paint their now fired clay projects, referring to their planning sheet and the discussion on the use of color. Students are exploring the Studio Habits of Mind of Envision, Develop Craft, and Stretch and Explore.

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 lessons Independent Practice/Planning Time TSWBAT consider how color impacts the viewers emotions.	Envision	Formative: Observe students as they work on their planning page. Listen to conversations and review pages after class.
After the lessons Demonstration TSWBAT consider the proper techniques for using acrylic paint as a finishing process for a ceramic sculpture.	Develop Craft	Formative: Observe students as they work on painting their sculpture and note the techniques they do/don't remember to use.
After the lessons Independent Practice/Students-at-Work TSWBAT practice using acrylic paint as a finishing medium for a ceramic sculpture.	Stretch and Explore	Summative: Analyze student work as compared to the Emotion Sculpture Rubric

Standards

- VA:Cr1.2.2 Create art or design with various materials and tools to explore personal interests questions and curiosity. (Objective 1)
- VA:Cr2.1.2 Experiment with various materials and tools to explore personal interests in a work of art or design. (Objective 1 and 2)
- VA:Cr2.2.2 Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. (Objective 2 and 3)

Set Up and Materials to Prepare in Advance

What artwork are we looking at today? Ceramic Sculpture
Inspirational Visual(s): Types of coils, Artwork from focus artists, Emotion word wall
Instructional/Conceptual Visuals(s): XL Texture Poster
Procedural Visual(s): dip/wipe/blot, Mister brush posters
Other Resources and References: "Inside Out" characters for table labeling, how to be an ARTIST poster & Artist handprint wall, Customizable Class Schedule.
Copies: Color/Emotions reference (2/table, at least 8), Color planning sheet (1/student, min. 20)
Load to screen: NA
Cutting paper: NA
Sorting and Cleaning: 4 table bins ready on working tables (Pencils, markers, etc. Large table gets 2 bins, other tables get 1). Tape name tags on cart. Cover tables with butcher paper.
Other: have visual timer available (can be digital), optional music for background noise while working independently. Have students sketch sheets from the previous class available.

Materials for Students

- Table Bins with normal supplies (at least 4 pencils, erasers, markers) (1-2/table)
- Sketchbook planning paper from previous class.
- Clay sculptures from first class
- Fired ceramic sculptures
- Paint brushes, 1 large and 1 small (1 pair/student)
- Acrylic Paint in red, orange, yellow, green, blue, purple, black, and white
- Paper towels (pre rip 2 sheets/student)
- Water rinse cups (1 cup/2 students)
- Palettes (1 palette/student)
- Aprons (1/student)
- Construction paper crayons
- Student portfolios

Lesson Cycle

Trickle In (5 minutes)
Greet students and adults at the door and sign in.
Board prompt: Write or draw 3 things that make us feel emotions

Transition (10 seconds)
Welcome back young artists!

Topic Question/Hook (1 minutes)
During our week off, I was able to fire everyone's final sculptures! Do you all know what that means? It means today we get to paint them! Who's excited to paint?

Transition (5 seconds)
Painting is one of the different types of finishing processes you can do with clay.

II/Dialogue (5 minutes)

Many artists will apply a glaze when they are finishing their sculptures. Glaze is a special mixture of pigments and chemicals. After you paint a ceramic piece with glaze, you have to fire it again in the kiln. This causes a reaction in the glaze where it turns into a glass-like surface. It can change color too. Glazing can also help things like pottery be food space, meaning now you can eat off of or drink out of the piece. Fired ceramics are still porous, meaning they can soak up liquid. Glaze makes a protective barrier to stop that from happening.
Some artists don't use glaze, and instead will paint their sculptures. That's what we will be doing! When you use other materials like acrylic paint to finish a sculpture, that means it won't go back into the kiln. The sculpture is still porous, meaning it can soak up the paint too.
Before we paint our sculptures, I wanted us to have a discussion on how color can impact our emotions. Certain colors can make us feel certain things. Did anyone put colors as an answer to our whiteboard question this morning?
(allow students to call out answers to the next questions)
When you think of happy, what color do you think of?
What about sad? Angry?
Miss K and I are going to pass out 2 handouts for everyone. One has a list of different colors and the emotions often associated with them. The other is a planning page. Let's all take some time to look at these handouts and use them to plan what colors we want to use to match our emotion, and where we want them on our sculpture.

Independent Practice/Planning Time (7-10 minutes)

Allow students time to complete the worksheet. Move around and assist when needed or ask prompting questions. Give warning for last minute or two

Transition (30 seconds)

Now that we've had some time to think and brainstorm, I think we can begin talking about painting. Has anyone ever painted a sculpture before? (wait for response)

Demonstration (5-7 minutes)

(Call one table at a time to demo table until all students are there)
Painting a 3D piece of art can be very different from painting on paper or a canvas. Here are some things to remember (Demo on a model magic piece as you explain):

- Dip into paint, wipe off excess from brush
- Like painting on paper, you want to keep nice, even brushstrokes so the paint isn't too thick or too thin in different areas.
- Get your paint into all the little nooks and crannies in your sculpture. You need to make sure you turn your sculpture around and view it from all angles so you don't miss any spots.
- Clean brush by gently swirling it in the water, dab it off on a paper towel, then grab a new color.
- You can use your palette to mix colors
- Paint can be layered. You can let areas dry and apply another coat of the same color if you want it to be more opaque (less see through), or you can layer different colors to add details.

- Big brushes are better for covering large areas, little brushes are better for details.

Do you all remember the sculptures we made on the first day of class? Well, they are all dry now and I thought we could use them to practice painting before we work on our final sculptures! Head back to your seats and I'm going to call tables up one at a time to find your sculptures. After you find your sculpture, bring it back to your seat and Miss K will be around with supplies.

Transition (3 minutes)

Call students up one table at a time to find their sculpture and return to their seats. Pass out paint brushes, water cups, paper towels, and prepared palettes for practice painting.

Independent Practice/Students-at-Work (7-10 minutes)

Allow students time to practice painting their sculptures. Reminders on proper techniques, cleaning brushes, and answering questions when needed. Provide warning as students finish up.

Transition (5-7 minutes)

Ok friends, is everyone feeling nice and warmed up? Are we ready to work on our final sculptures?
Break students up by table. One table will discard their trash, one will bring their projects over to dry and find their final sculpture, and one will visit the "paint store" where they will receive a palette and the colors they outlined in their final planning page. Rotate through each task until all tables are ready.

Independent Practice/Students-at-Work (30 minutes)

Allow students time to work on painting their final projects. Move around to engage students in their work, ask prompting questions, remind techniques, etc. Replace paper towels and paint water if necessary. Provide more paint if necessary.
If students finish earlier, allow them to decorate their portfolios as they wait.
Provide time reminders at last 10 minutes, 5 minutes, and 1 minute.
Time may be scaffold into the next class for late finishers if necessary.

Clean-up/Storage: (10 minutes)

Student Action: Call tables one at a time to bring projects over to dry and wash their hands. Assign jobs at tables for clean up: Trash collectors, paint brush collectors, paint water collectors, paint palette collectors, paper collectors, smock collectors. Return to seats for closure.
Teacher Action: Assist with paper towels while washing hands, monitor drying rack and clean up at tables.

Closure (1 minute)

Turn to your neighbor and share one thing you liked the most about class today and one thing you struggled with.

Culturally Responsive-Sustaining Education Strategies

CR-S Education Framework Elements

Creating a welcome and affirming environment:

- Encourage students to take academic risks in order to create an environment that capitalizes on student mistakes as learning opportunities that help students grow academically and emotionally.
    - Providing students with the new concepts and techniques to experience and explore (color/emotion activity, using paint on ceramics)

Identifying inclusive curriculum and assessment:

- Multiple ways of assessing in-classroom learning that allow all students to demonstrate their knowledge and growth over time, and align to the varied learning styles and interests of those in the class community.
    - Implementing verbal, written, and visual responses from students. Various activities for students to demonstrate strengths, areas of need, and areas of growth. (Written/drawn trickle in activity, different independent practice activities that allow for peer to peer communication, verbal closure activity)

Fostering high expectations and rigorous instruction:

- Help students identify their different learning styles in both classwork and homework and incorporate instructional strategies and assignments that are responsive to those learning styles.
    - Utilizing various instructional strategies and various way to demonstrate knowledge (Verbal, written, visual) (independent work, trickle in activity, closure activity, planning activity)

Accommodations and Modifications

Environmental Accommodations: Make sure stools are appropriate heights for students. Varying height of tables for students to sit or stand.

Instructional Accommodations--Presentation: Multiple kinds of visuals (Large posters, small handouts, digital and physical), visual timers.

Instructional Accommodations--Student Response: Availability of smocks and latex-free gloves for students to wear to combat mess or sensory issues.

Instructional Accommodations--Schedule: Cleaning up is flexible, projects/papers can be left on tables if there is not enough time for students to store themselves.

Modifications required by known IEP/504 Plans: Regular group and 1-on-1 check-ins with students, visual schedule and timers, opportunities for breaks when needed.

After Class Teacher Follow Up

Ensure paint brushes, palettes, and water cups are rinsed/washed properly. Ensure all paint lids are closed securely. Return supplies to appropriate areas on cart and SAS storage areas.