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 3/6

Summary

In this lesson students will continue to develop their emotion sculpture sketches. Students will then learn 3 techniques for sculpting with clay (pinch pot, coil, and slab) and how to properly attach clay (scratch and score). We will also discuss how to add texture to clay. Students will then practice how to clean the studio after working with clay. Students are exploring the Studio Habits of Mind of Develop Craft, Stretch & Explore, and Envision.

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 guided practice TSWBAT develop a sketch for their emotion sculpture that incorporates something that makes them feel that emotion.	Envision	Formative: Observe as students develop their sketches, making not of their planning process and the changes that they made.
After the lessons group work TSWBAT manipulate clay using pinch pot, coil, and slip and score techniques.	Stretch and Explore	Formative: Observe and document (i.e. photograph) students as they participate in the Clay-Olympics game and collaborate to win each competition, making note of team scores and problem solving.
After the lessons clean-up/storage TSWBAT care for their shared studio space	Develop Craft	Formative: Observe as students clean up their areas, organize their supplies, hand in theri papers, and wash their hands.

Standards

VA: Cn11.1.2: Collaboratively brainstorm multiple artmaking approaches to an art or design problem. (Obj. 2)
VA:Cr1.2.2: Create art or design with various materials and tools to explore personal interests questions and curiosity. (Obj. 1)

VA:Cr2.1.2: Experiment with various materials and tools to explore personal interests in a work of art or design.(Obj. 2)
VA:Cr2.2.2: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. (Obj. 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): Ways to make with clay (pinch, roll, slab) poster, scratch & score, hand building techniques, Stages of Clay
Other Resources and References: "Inside Out" characters for table labeling, how to be an ARTIST poster & Artist handprint wall, Customizable Class Schedule.
Copies: Team flag template (1/group, at least 4), trophy pin template (at least 5 of each trophy), score tracker sheet (1 for teacher)
Load to screen: NA.
Cutting paper: 8.5x11 printer paper in half (1 half sheet/student, at least 20 total), cut out trophy pin templates to make pins.
Sorting and Cleaning: 4 table bins ready on working tables (Pencils, markers, colored pencil, erasers, hand sharpener, etc. Large table gets 2 bins, other tables get 1). Tape name tags on cart.
Other: have visual timer available (can be digital), optional music for background noise while working independently. Have trophy pins made. Have students sketch sheets from the previous class available. Half sheet of paper for trickle in response at seats. Need a long ruler or tape measure for assistant and teacher during the game. Pre divide clay for teams.

Materials for Students

- Table Bins with normal supplies (at least 4 pencils, erasers, markers) (1-2/table)
- Sketchbook planning paper from previous class.
- Half sheet of paper for trickle in activity.
- Full sheet of paper for guided practice
- Approx one fist size of clay per student (will pass out later)
- Slip containers (1/table)
- Forks/scoring tools (at least 3/table)
- Assorted modeling tools (add to table bins or hand out later)

Lesson Cycle

Trickle In (3 minutes)

Greet students and adults at the door and sign in. Half sheet of paper will be at every table spot for students to answer the prompt.
Board prompt: Draw or write 3 techniques or things you know for working with clay.
Remind students to put names on their sheets before transitioning.

Transition (10 seconds)
Welcome back young artists!

Topic Question/Hook (2 minutes)
(Assistant collects papers while teacher engages students)
I have an exciting class planned for today. Have any of you heard of or watched the Olympics before? What about the clay-lympics?
Well today, we're going to be art-letes (artist athletes)! We're going to break into teams and have some competitions so that we can stretch and explore different ways to manipulate and work with plays.

II/Guided Practice/Formative Assessment (20-25 minutes)
Before we move into clay, I want everyone to make sure we have our drawings finalized. Miss K and I are going to pass out a new piece of paper. At the top, write your name and the emotion you decided on last class. Hands on your head when you are done.
Now, make a list with the numbers 1, 2, and 3. Hold up a 3 with your fingers when you are ready. Now, let's write 3 things that make you or someone else feel that emotion. For example, if you wrote scared, maybe you could write heights. When you're done, hands on your head
Finally, choose one of those three things that you wrote down and I want you to figure out how you can incorporate that into your sculpture. For example, one friend chose happiness, and she said her dog makes her happy. Maybe she can include her petting her dog, or playing catch with her dog. What ideas do you have to include her dog? (listen for responses)
Great! Now let's take some time to do this with our own artwork
(after everyone is finished) Turn to the person sitting next to you and tell them what you added to your final sketch. Now let's move on to the clay olympics!

Transition (30 seconds)
Have students break into 4 teams with 5 members. Raise their hand when they have a team, teacher or assistant will come over and give them a flag design sheet (1 per team). Ask students to write their names on the "Team member line" and wait for instructions.

Group Work/Clay Olympics/Formative Assessment (45 minutes)
Start with students coming up with a team name and collaborating on making a team flag. (7-10 minutes). Have one student from each team share their team name and mark on the score tracker. While they share, the assistant will pass out clay. Between each event, the teacher/assistant will measure and track scores to tally at the end.

- First event: Who can build the tallest tower? Teams must work together to build a freestanding tower using any techniques they choose. (Assistant will pass out slip as teacher discusses slipping and scoring)
    - Slipping and scoring is a very important step when working with clay, it's the only way to attach pieces together and make sure they stay! Slip is a more liquid state of clay. First, you have to take the two pieces you want to attach. Then, you take either a wooden stylus or one of the forks in the slip containers and you score the surface. Make sure to scratch it up good! It doesn't need to be pretty. Clay needs a rough looking surface so the slip will seal the pieces together. Think of it like this:

each of your hands is a piece of clay. If you stick the two smooth pieces of clay together, they're easy to pull apart (demonstrate with hands and have kids try too). Now, if you slip and score the clay, it's like separating your fingers. Then, when you stick them together and interlock them, and then try to pull them apart, it's a lot harder! (have kids try it as demo). Once you have the pieces stuck together, THEN you can smooth out or cover the seam. There's a poster on the wall with the steps in case you forget. Ok, now with this in mind, let's see who can build the tallest, freestanding tower! Slipping and scoring will help make your tower sturdy!

- Second event: longest coil? Collaborate to roll the longest "snake"
    - explain coil rolling technique, using even pressure to roll out the snake. If you start in the middle and move your hands across the clay while you roll it up and down it will stretch out more evenly and not break. Demo this with a small scrap of clay for students as you explain. You can build structures or decorations out of coils. There are some coil examples on the wall if you want inspiration.
- Third event: Widest bowl, Teams work in a pinch pot method to see who can create the widest bowl.
    - I know many of us have made pinch pots before, but let's have a quick review. Start with a ball, put your thumb in to make a hole but not all the way through, then, with your thumb on the inside and your other fingers on the outside, start pinching the clay between your fingers! Turn the clay as you work to make a wall that has an even thickness. You can make your bowl tall and skinny, or short and wide. Don't pinch your clay too thin though because you don't want to poke a hole! You want it to be nice and sturdy. (Have clay in hand to show as talk)
- Fourth event: who can roll the largest slab
    - slabs can be made with just your hands, or with a rolling pin. It's like when you make sugar cookies, you roll out the dough and can then cut out shapes. Let's try!
- Fifth event: using that slab, who can make the most different kinds of textures.
    - texture can be made with your hands, with sculpting tools, or by pressing objects like bark or mesh wire into the clay. Demonstrate stamping texture.
- Sixth event: who can evenly divide up the clay the fastest
    - work as a group so everyone gets an equal ball
- Seventh event: wedging the clay
    - 2 different techniques, ram head and throwing on the ground. Can move to the hallway and have kids take turns throwing their individual balls on the ground to help wedge them. Wedging is important because it removes the air bubbles out of the clay. We don't want air bubbles because if air gets trapped in the clay and then we put it in the kiln, the air will get so hot it will want to escape our project in the kiln and can make it explode! After you wedge for a while, you can cut the clay in half to see if there's any holes, those holes are air bubbles.

Transition (3 minutes)

Return to seats with wedged clay. Teacher tallies up scores, announce scores, pass out trophy pins (all teams will get one for their rank and can take home)

Clean-up/Storage: (7 minutes)

Ok friends, you all made great progress today! We will finish the next class so don't worry! Let's

pick up our supplies and wash our hands. BUT leave your projects on your table because we're going to do a gallery walk next to see everyone's work so far.
Student Action: Assign roles - pick up scraps from table and floor and place in scrap bin, return sculpting tools and slip to counter, return clay balls to trays. All wash hands
Teacher Action: monitor hand washing, make sure sculpting tools and slip are put back properly and safely

Closure (1 minute)

Ok friends, before we leave, turn to someone else sitting at your table and tell them at least one technique we learned today that you are using in your final sculpture.

Culturally Responsive-Sustaining Education Strategies

CR-S Education Framework Elements

Creating a welcome and affirming environment:

- Practice empathy during all interactions. Think about others' feelings, taking into account their experiences and imagining what it feels like to be in another person's shoes.
    - Promoting positive interactions among students as they work together to solve artistic challenges. Providing opportunities to hear varying perspectives from classmates in a controlled environment (Clay-limpics game)
- Create opportunities for others to join the conversation by asking questions, listening to and acknowledging the opinions of others, and being open-minded to peers.
    - Implementing small and large group instruction for students to discuss ideas and ask questions in a controlled environment. (Clay-limpics)

Identifying inclusive curriculum and assessment:

- Incorporate cooperative learning activities to encourage understanding of diverse perspectives; support students in working cooperatively toward goals; and highlight students' unique strengths in the group (e.g., public speaking, note-taking, writing, drawing, etc.).
    - Working in small groups and having opportunities to share with the class. Friendly competition during games to promote active participation from all students. (Clay-limpics)
- 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 trickle in activity, clay-limpics group work, independent work, turn and talk closure)

Fostering high expectations and rigorous instruction:

- Promote the group's success and support the participation of everyone in the learning task.

- Providing small group game as the main activity for the day and some partnering at the end of class. (clay-limpics, turn and talk closure)

- Work cooperatively toward goals and hold each other accountable in supportive ways.
  - Working in small groups to complete educational games/activities (Clay-limpics)
- 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, small and independent work activities, and various way to demonstrate knowledge (Verbal, written, visual) (Trickle in activity, closure activity, independent work, small group work)

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: Game and independent practice times are listed but can be flexible if needed. Cleaning up is also 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

Make sure all projects are wrapped and stored appropriately for the following week (check up on between classes to make sure they are still wet). Return supplies to appropriate areas on cart and SAS storage areas.