

1st Grade Gratitude Pinch Pots

<p style="text-align: center;">Unit Focus</p>	<p>Central Focus/Theme/Concept: This unit's central focus is gratitude, students will explore a relationship of choice, some examples being friends, family, or self, and the practice of gift giving as recognizing gratitude. We will focus on gratitude as the ability to recognize moments of happiness in our lives and the sources from which they have come. Students will explore different ways that gratitude may appear to us. The class will create flower pinch pots that act as gifts to help recognize gratitude and share it with others. The form will be inspired by the history of the act of giving flowers.</p> <p>Essential Questions: Where does Gratitude come from? What does gratitude look like? How can we represent it? How can we show our gratitude to others? How might you show it to yourself? How do artists express gratitude? How does it make you feel when someone shares the ways in which they have gratitude for you?</p> <p>Project: Gratitude Pinch Pots Anticipated # of lessons & days for the unit: Lesson one: Gratitude Gallery (1 day) Lesson Two: Creating Gratitude (1 day) Lesson Three: Giving Gratitude (1 day)</p>
<p>A. Anticipatory Set What do students already know & how will you capture their interest for this unit? & B. Rationale Why is this unit of study relevant? All portions of the unit should demonstrate research-based practices to support art teaching and learning.</p>	<p>A.) Students are familiar with the experience of giving and receiving gifts from birthdays to picking flowers for a friend. But what is the purpose and value of gift giving? Why do we give gifts? Students will investigate what gratitude means and all the ways in which we can express gratitude for all sorts of things! To capture student attention students will look at the artist Lori Portka and her wonder filled colorful displays of gratitude and devotion through her 100 day project to give gratitude to people in her life. We will engage with the ideas of the possibilities of gift giving and expressions of gratitude as artists. Students have also expressed an excitement to work with clay and this project will tackle this material in new and very interesting ways for these learners!</p>

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B.) At Ecole Kenwood there is a foundation of support, the school is incredibly community focused, with constant parental support, advocacy from the faculty, and close knit classes that sometimes move through grade levels together. This unit focuses on centering gratitude and the implications that it has for the environment that students build in their education. “ If we take time to listen to others’ concerns and dilemmas about gratitude, we might enlighten ourselves with a deeper understanding of their thinking, and of gratitude itself. If we put ourselves in the shoes of those who are opposed to practicing gratitude and truly listen to them, we can help them open up and speak to us about other underlying issues. Then with empathy and open-mindedness, knowing something of what it must be like to wear their shoes, we might be able to help them speak to us openly about how they are feeling” (Howells 2012). In the Book *Gratitude in Education: A radical view* by Kerry Howells, the author discusses the relevance of teaching gratitude in schools as a way to further develop empathy in relationships within a school. With a school that has such rich community involvement the practice of gratitude becomes more and more relevant. Students will investigate all the ways in which gratitude can appear, the moments we feel it, and how to express gratitude for things and ourselves. This action of slowing down and reflecting on ideas of our impact on others and vice versa encourages positive communication and creates deep and meaningful connections to our community. Students will be working with new techniques in clay during this lesson, at this age students develop their motor skills through trying new materials, “For example, sculpting in clay, a tactile medium, stimulates children’s sensory perceptions as they apply their motor skills to create dynamic forms. Children continue to refine their artistic skills by activating their bodies and senses to manipulate art media. Using their bodies, they learn to expand their graphic repertoire to include metaphorical symbols” (Sickler-Voigt, 2020). The actual experience of working with clay to create a gift not only helps students develop motor skills but the hands on material allows students to make even deeper connections to feelings of gratitude by investigating how the process feels to create a gift for someone or something. These ideas help to develop students' ideas of all the different big and small ways we can share gratitude and care for the people

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	<p>around us. Through this practice students begin to become more aware of the feelings and actions of their peers and the importance of their actions in simulating a positive environment.</p>
<p>What is the end goal of this unit? (You can paste image(s) and/or describe in writing what your end goal is for this unit development)</p>	<p>Students will create pinch pot flower bowls that explore and develop new techniques in clay as well as using intuitive design to represent gratitude in a chosen form. Students will investigate things that they are grateful for and how to express that work visually through their bowls. We will represent the ideas of expressing gratitude through the practice of giving flowers. Each student will complete a gratitude gallery, select a gift recipient, create a flower pinch pot and decorate it for their recipient.</p>
<p>Lesson Descriptions Explain how the lessons build upon each other and connect.</p>	<p>Lesson 1: Gratitude Gallery: In this lesson students will explore ideas of gratitude, what does it mean? Who is it for? Can gratitude be for people, animals, things? The goal of this lesson is to recognize things that we are grateful for, from the little moments to key figures in our life. Students will create drawings inside a gratitude gallery to express different ways we can demonstrate gratitude and who the recipients may be.</p> <p>Lesson 2: Creating Gratitude: Students will interpret the value in the practice of giving flowers as an expression of gratitude, love, and friendship and learn new techniques in clay to create a flower pinch pot to give to their recipient of gratitude. Students will use their gratitude gallery from lesson one to select who or what it will be gifted to.</p> <p>Lesson 3: Giving Gratitude: Students will refer to their selected recipient they investigated in lesson one and paint intentional designs onto their pinch bowls from lesson two. Students will investigate how gift giving expresses gratitude and the value of identifying the source of gratitude in those expressions. Students will decorate their piece with ideas, symbols, or elements of art that are meaningful to the recipient.</p>
<p>A. Technology Explain briefly how technology is used to engage learners.</p> <p>B. Possible Integration Brainstorm possible</p>	<p>A.) Students will use the elmo projector to share their work with their classmates. Madame Pilya uses a microphone that not only supports students with additional hearing needs as well as engages learners by making content easily available in any place in the room.</p>

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<p>integration opportunities for this unit.</p>	<p>B.) This unit addresses multiple SEL standards for 1st Grade including: D1. 1.a Identify and engage in positive communication skills D2. 3.a Recognize that people may influence each other with words or actions In this lesson students will be centering positivity in the form of gratitude, we will talk about what it means to identify gratitude, how artists express it, and the act of giving gifts. We will also talk about the impact that gift giving and receiving as well as words of affirmation have on others. These concepts are great to center in social emotional learning, the art class is a space to explore these emotions and start to recognise what actions we can take to think more positively, communicate our needs and appreciation, and develop empathy for others and ourselves.</p>
<p>Content Statement-CREATING From 2022 ODE Standards</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> ● 1.2CR Explore materials to devise imagery and symbols.
<p>Content Statement-PERFORMING From 2022 ODE Standards</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> ● 1.1PE Develop independence during artmaking. <p>Lesson 2:</p> <ul style="list-style-type: none"> ● 1.2PE Engage with materials and tools to develop artmaking skills.
<p>Content Statement-RESPONDING From 2022 ODE Standards</p>	<p>Lesson 2:</p> <ul style="list-style-type: none"> ● 1.3RE Explore and describe how works of art are produced.
<p>Content Statement-CONNECTING From 2022 ODE Standards</p>	<p>Lesson 3:</p> <ul style="list-style-type: none"> ● 1.3CO Communicate personal emotions and read emotional content in works of art.

<p>Performance Based Objectives</p>	<p>Lesson 1 1.2CR Explore materials to devise imagery and symbols.</p> <ul style="list-style-type: none"> ● Students will use 2D materials, such as colored pencils, crayons, and markers, to complete a gratitude gallery. Students will draw symbols in each outlined category as means for idea generation. <p>1.1PE Develop independence during artmaking.</p>
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	<ul style="list-style-type: none"> • Students will work independently to complete a gratitude gallery that reflects their own interpretations of gratitude through small drawings. <p>Lesson 2 1.2PE Engage with materials and tools to develop artmaking skills.</p> <ul style="list-style-type: none"> • Students will learn new clay skills such as making pinch pots, adding floral edges, and carving by creating their own flower pinch pot. <p>1.3RE Explore and describe how works of art are produced.</p> <ul style="list-style-type: none"> • The class will define important clay terms such as handbuilding, pinch pots, and carving, and the context in which they are used. <p>Lesson 3 1.1CR Differentiate between personal ideas and the ideas of others when developing artmaking concepts.</p> <ul style="list-style-type: none"> • Students will explore the practice of gift giving by selecting a thing from their gratitude gallery to give their pinch pot too. Students will paint designs that are representative of who or what the gift is for through color, line, and shape. <p>1.3CO Communicate personal emotions and read emotional content in works of art.</p> <ul style="list-style-type: none"> • Students will explore the practice of gift giving as a way to express gratitude by finishing their pinch pots with at least one decorative element that demonstrates meaning to the recipient.
<p>Performance Based Assessments</p>	<p>Lesson 1 1.2CR Explore materials to devise imagery and symbols.</p> <ul style="list-style-type: none"> • Students will complete the gratitude gallery worksheet with each section containing at least one drawing and each section demonstrating the use of color. This will be checked for completion. <p>1.1PE Develop independence during artmaking.</p> <ul style="list-style-type: none"> • Madame Pilya will observe students working independently and discuss one on one the ideas they are working on. <p>Lesson 2 1.2PE Engage with materials and tools to develop artmaking skills.</p> <ul style="list-style-type: none"> • Students will each turn in a completed pinch pot to be bisque fired, students should show a clear effort to keep from poking a hole through their bowl, reduce the number of cracks in their bowl, and an attempt to

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	<p>do a floral trim as a demonstration of the techniques learned during this lesson. Students are all at different capabilities with clay and motor control Madame Pilya will be walking around during each step of the process to ensure that students are giving their best effort.</p> <p>1.3RE Explore and describe how works of art are produced.</p> <ul style="list-style-type: none"> • Madame Pilya will prompt students to answer terms such as hand building, pinch pots, and carving using context clues. Students' answers will guide Madame Pilya to check for understanding at each step in the process. <hr/> <p>Lesson 3</p> <p>1.1CR Differentiate between personal ideas and the ideas of others when developing artmaking concepts.</p> <ul style="list-style-type: none"> • Students will demonstrate connection to their recipient by utilizing their gallery from lesson one, there should be at least one detail that represents the recipient of this gift, students may choose to represent it through symbolism, color, shapes, etc. Madame Pilya will discuss one on one and take notes of how each student is representing their recipient. <p>1.3CO Communicate personal emotions and read emotional content in works of art.</p> <ul style="list-style-type: none"> • Students will be able to explain their artistic choices either verbally or in a written format, they should show clear connection in their design to the recipient of the gift. Students will identify who their recipient is and what about their artwork they made for that person/pet/thing.
<p>Unit Vocabulary</p>	<p>Lesson One:</p> <p>Gratitude: The act of appreciation for someone or something. Appreciation: being thankful Representation: How artists take an idea and make a visual of it.</p> <p>Lesson Two:</p> <p>Ceramic: Anything that is made out of clay. Pottery: Something that is made out of clay and can be used to store things such as food, liquids, or smaller items. Hand Building: The process of making something out of clay by hand. Pinch Pot: A technique in handbuilding where you take a sphere of clay and pinch out from the center to create a pot or bowl form.</p>

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	<p>Carving: The act of removing clay by scratching the surface to create a design or texture.</p> <p>Lesson Three: Recipient (in this context): The person or thing that gets a gift. Represent (in this context): The use of color, shapes, or symbols to show who or what an artwork is about.</p>
<p>Additional Language Demands How have you designed opportunities to speak and/or write throughout your unit so students have multiple ways to learning and knowledge?) You can write this by lesson, or you can holistically address how you are supporting learners to demonstrate their understanding in multiple ways.</p>	<p>Lesson One: The class will respond to questions about what gratitude is, how artists represent it, and how we can express gratitude. During this lesson students will respond to guided questions by raising their hand and being called on. Students will have the opportunity to dig further into these ideas by sketching through their worksheet, students are encouraged to write notes about which of their items they would make a gift for.</p> <p>Lesson Two: Students will be asked to define different clay terms during the demo, students will answer questions as prompted by Madame Pilya, it is optional during this lesson for students to share, students may also communicate with their peers about their ideas and challenges as they work.</p> <p>Lesson Three: Students will have the option to verbally share their final products with their peers, what is their gift for? How did they represent it?</p>
<p>Accommodations for diverse learning needs- Ensure that you are writing accommodations that specify how you will support students in each lesson to support the various learning needs within a class. These should be specific to each lesson.</p>	<p>Lesson 1: During this lesson students will be viewing artwork, discussing ideas about the presentation of gratitude, and completing a gratitude gallery worksheet. Accommodations will occur on a case by case basis but some examples for this lesson include:</p> <ul style="list-style-type: none"> -Presentation of information visually and verbally. -The use of a speaker throughout the class. -The ability to move closer to the board or speaker. -The ability to represent ideas in other formats such as cutting and pasting, writing, or speaking. -Students who need a challenge may choose to reflect on the things they do that they think others may be grateful for and demonstrate these ideas in a visual space. <p>Lesson 2: During this lesson students will be working with clay to create flower pinch pots, accommodations will occur on a case by case basis but some examples for this lesson include:</p> <ul style="list-style-type: none"> -although the objective of this lesson is to develop craft when working with clay, the Central Focus of this unit can


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	<p>be explored through many mediums should a student need accommodations in material some examples are :drawing, painting, collage, etc. Students may choose an alternative medium to demonstrate ideas of gratitude and gift giving.</p> <ul style="list-style-type: none">-the ability to wear gloves while working with clay.-the ability to use tools as substitutions in handbuilding (i.e. if hands are not strong enough to press into the clay a student may use the back of a paintbrush instead) <p>Lesson 3: During this lesson students will be using details that represent their recipient to decorate their pinch pots using paint</p>
<p>Art/Visual Culture Examples (List all artists, artwork, and/or visual culture resources used for this unit)</p>	<p>Lori Portka</p> <p><input type="checkbox"/> Giving Gratitude</p> <div data-bbox="565 940 1484 1003" style="border: 1px solid black; height: 30px; width: 100%;"></div>

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Materials & Supplies

Lesson One:
Gratitude Gallery Worksheet
 Gratitude Gallery.pdf

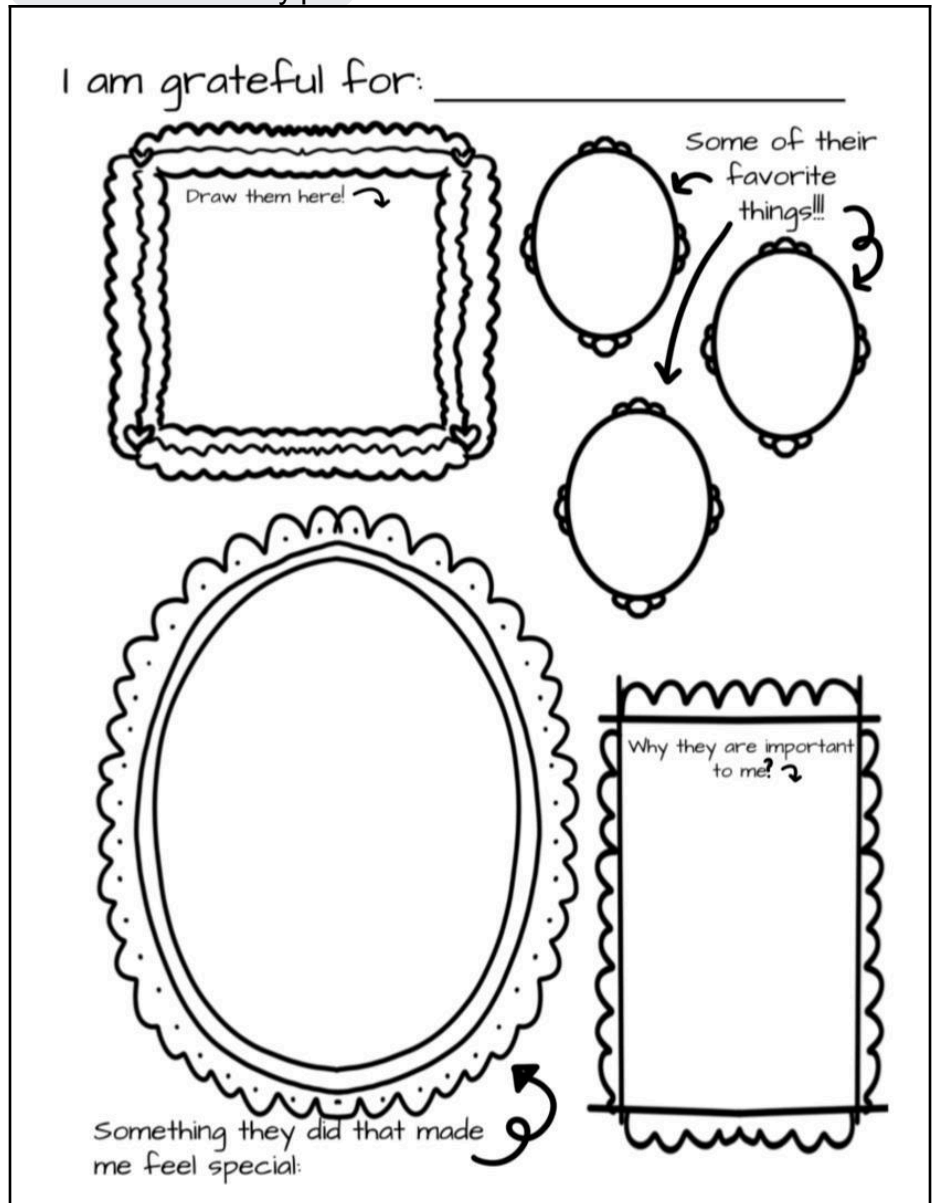


Table Trays

- pencil (1 per student)
- eraser (1 per student)
- colored pencil box (1 per table)
- color pencil sharpeners and table trash bins (1x per table)

Lesson Two:

- Pre cut clay (about a golf ball sized amount)
- Table mats

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	<p>Table Trays -water -sponges (1 each student) -skewers (1 each student) -Paintbrush (1 each student)</p> <p>Lesson Three: Bisque Fired Pinch Pot Table Trays -paint brush (1 big 1 small each student) -water cups (1 x cool colors 1 x warm colors each table) -tempera paint cakes (1 warm, 1 cool, 1 neon per table) -Paper towel Messy Mats</p>
Safety Procedures	<p>Students will be familiar with their classroom expectations that will be reinforced as needed in order to ensure safety in the art classroom. Students will be made aware that they should only use materials on artwork, stay in their table area, and not use materials for anything other than their instructed purpose. Students will be working with clay during this project to minimize safety concerns. Students will be reminded to keep dirty hands from touching their face and to wipe down all surfaces with a wet sponge or towel first to minimize the risk of silicosis. Students are not permitted into the kiln room and should store their finished greenwares as instructed by Madame Pilya.</p>

Procedures for Teaching/Learning	<p>In the days listed below, feel free to outline which days align with each lesson design. Please feel free to add/remove days/lessons as your unit design requires. - Give estimates of time regarding your plan and procedures for each session and the use of instructional time.</p> <p>For example:</p> <table border="1" data-bbox="578 1493 1485 1738"> <tr> <td data-bbox="578 1493 829 1688">Lesson 1/Day 1</td> <td data-bbox="829 1493 1485 1688">5min or 9:00-9:05AM- Greet students, meet on the rug, take attendance, and project artwork on screen. 10 min- 15 min- 5min- 5min-Students clean-up, each table is given jobs to put away supplies, the table to clear-up their area first will be dismissed first for the line.</td> </tr> <tr> <td data-bbox="578 1688 829 1713">Lesson 2/Day 2</td> <td data-bbox="829 1688 1485 1713"></td> </tr> <tr> <td data-bbox="578 1713 829 1738">Lesson2/Day 3</td> <td data-bbox="829 1713 1485 1738"></td> </tr> </table>	Lesson 1/Day 1	5min or 9:00-9:05AM- Greet students, meet on the rug, take attendance, and project artwork on screen. 10 min- 15 min- 5min- 5min-Students clean-up, each table is given jobs to put away supplies, the table to clear-up their area first will be dismissed first for the line.	Lesson 2/Day 2		Lesson2/Day 3	
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Lesson 2/Day 2							
Lesson2/Day 3							
Day 1	<p>5 minutes: Students will enter the class, set classroom timer, take attendance, do three breath exercises as a class to prepare for art making. 15 minutes: Look at the art of Lori Portka.</p>						

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	<ul style="list-style-type: none">- “What stands out to you about the artwork?”- “What emotion do these artworks make you feel?”- “How would you feel if someone you loved gave you an artwork like this?”- “Who would you make artwork like this for? Does it have to be a person?”- “Can we be grateful for certain people? Pets? Things? Ideas?”- “How does the artist represent her gratitude in these artworks?” <p>Class will discuss these ideas as means to explore what it means to have gratitude, how we can show it, and who or what we can give gratitude to. Students will discuss what it means to be thankful for something and what the purpose of expressing those feelings are. This exercise helps students develop empathy by listening to their peers and recognising the value in pointing out positive things in the world around us.</p> <p>15 minutes: Student helpers will pass out materials, students will receive a gratitude gallery worksheet and begin drawing in each box what comes to mind with each prompt. Students will choose how they represent each item but will make sure to use color in each box to help guide them in their final designs.</p> <p>5 minutes: At the end of their work time Madame Pilya will ask students to mark the three most important, or favorite images in their gallery, this will help students make selections on the recipient of their bowl</p> <p>5 minutes: Students will clean up according to class procedures.</p>
Day 2	<p>5 minutes: Students will enter the class, set classroom timer, take attendance, do three breath exercises as a class to prepare for art making.</p> <p>5 minutes: Classroom helpers will help to pass out supplies, as soon as students get their clay they should begin to roll it into a sphere and wait for the demo to begin.</p> <p>10 minutes: We will begin with a brief introduction to ceramics, pottery, handbuilding, and pinch pots, students will be asked to give it their best effort to define these terms. Students will work alongside the demo to create their pinch pot base. During this first part Madame Pilya will show students how to open their pinch pot by either using their fingers or the end of the brush to poke a dent into their sphere without going all the way through the piece. They will ensure that the clay stays in their palm the entire process to keep it from getting a flat bottom and to check the thickness of their walls as they work. Madame Pilya will then show students how to do the first pinch pass, demonstrating the gentle pinches that they should make all around the pot, as well</p>

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	<p>as what happens if students push too hard or pinch at the very edges. She will then go around to check student progress.</p> <p>10 minutes: Madame Pilya will then show students how to smooth their bowls and create a flower edge. Students can do this by <i>gently</i> pinching the edge of their bowl <i>or</i> by carving petal shapes into the edge with their plastic knives.</p> <p>5 minutes: Students may take the last few minutes to add any final details to their petals by carving small details, students are encouraged not to carve in the center of the bowl to leave room for their paintings!</p> <p>10 minutes: Students will bring their finished bowls to Madame Pilya and tell her their names as they hand them to her so she can carve them onto the bottom of their piece, the class will clean up according to classroom procedures.</p>
Day 3	<p>5 minutes: Students will enter the class, set classroom timer, take attendance, do three breath exercises as a class to prepare for art making.</p> <p>10 minutes: Madame Pilya will give a brief demo about painting onto their clay, students should utilize their handouts from lesson one and will be reminded that these are going to be gifts. Students should be intentional with their designs and make them relevant to the recipient of their gift (even if it is for themselves!)</p> <p>5 minutes: Classroom helpers will pass out materials students may get started right away.</p> <p>15 minutes: Students will work to finish their pinch pots by painting the entire surface, as students are finishing they may choose to share with the class, who or what they made their bowl for, what they did to make it special for the recipient, and their very favorite part about their artwork!</p> <p>10 minutes: Students will clean up according to classroom procedures. They will turn their art in to Madame Pilya so she can store them safely!</p>

Clean-up procedures to consider for this unit	<p>Madame Pilya will announce clean up time on the speaker, using “Mona..Lisa” to get students attention, clean up instructions will only happen while students are looking, listening and not continuing to work.</p> <p>Students should not begin to clean until chimes have been rung, and helpers will wait until everybody is cleaned up to get materials.</p> <p>At the first chime students should begin by writing their name on any artwork unless otherwise instructed and turn it into the instructed location.</p> <p>At the second chime students should be almost completely cleaned up, organizing all their materials at their table.</p>
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	<p>At the third chime students should be cleaned up and waiting quietly with their heads down for their classroom helpers to come help clean up.</p>
<p>Closure/review- What comes next in curriculum that will build on student knowledge from this unit?</p>	<p>Students will have developed critical skills in recognising gratitude in themselves and in others around them. As students continue in their artmaking it is critical that they develop empathy for their peers. Students have learned how artists express and represent gratitude and one of the ways in which art can be used to connect people and participate in gift giving. Students can use these ideas as they create future artwork to think about the impact of their artwork and the effect it has of the recipients or viewers.</p>
<p>Supplemental Activities that connect with this unit and corresponding lessons.</p>	<p>Lesson 1: If students need supplemental activities during this lesson they may choose to challenge themselves and step into someone else’s shoes. “If someone was to make me a gift about gratitude, what would I want it to say about me?” This exercise is a great practice in evaluating our purpose and the ways we matter to others as well as all the amazing things that we have inside of us! Students can choose to represent this idea in a drawing or in sharing with their peers!</p> <p>Lesson 2: During this lesson if students need additional material while developing craft in ceramics they may choose to investigate an additional new technique! These could include additive texture, slipping and scoring extra clay onto their work, or making a coil foot for their piece!</p> <p>Lesson 3: During this lesson a supplemental activity for students could be the opportunity to document their experience giving their gift. What was the recipient's reaction? How did the recipient feel? How did giving art as a gift feel? What is the impact of giving gifts to others? What happens when we show others we care? The actual action of giving the gift is not required in the space of the class but it would be a great supplemental and reflective activity for students to think of the actual implications. This is an activity that all students are encouraged to participate in when they get their artwork back.</p>
<p>Unit Reflection for the art educator (Considerations for</p>	<p>As I keep teaching I find myself reflecting most on the language that I use with younger learners. How can I further develop the language in this unit to communicate more clearly with a younger</p>

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when you teach this again in the future)	audience? Did things seem to click or were there things that needed more clarification?
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Image of teacher sample or samples to help students learn processes

Madame Pilya's Pinch Pot:



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APA Reference list of sources and research conducted for this unit

- History of the tradition of flower giving - kennedyfloral.com. (n.d.). <https://www.kennedyfloral.com/history-of-the-tradition-of-flower-giving>
- Howells, K. (2012). *Gratitude in education: A radical view*. Sense Publishers.
- Ingram, G. P. D., Gómez, Y., Ibarra, M. C., Jaramillo, P. E., Robles, K. D., & Carrillo, S. (2023). "Gratitude is thanking someone, and happiness is showing it": A qualitative study of Colombian children's perspectives on gratitude. *Revista Colombiana de Psicología*, 32(2), 33–50. <https://doi-org.proxy.lib.ohio-state.edu/10.15446/rcp.v32n2.100130>

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	<p>Lori Portka. (n.d.). <i>Happiness through art</i>. https://loriportka.com/</p> <p>Molitor, K. (2013). Gratitude in education: a radical view. <i>Journal of Education & Christian Belief</i>, 17(1), 171–173.</p> <p>Sickler-Voigt, D. C. (2020). <i>Teaching and learning in art education cultivating students' potential from Pre-K through high school</i>. Routledge.</p> <p>Stephens, C. (n.d.). <i>In the Art Room: Tiny Gallery of Gratitude</i>. Cassie Stephens. https://cassiestephens.blogspot.com/2019/09/in-art-room-tiny-gallery-of-gratitude.html</p>
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Include any handouts you have created, any slide shows, teaching resources and any assessments you plan to use with this unit.