Teacher: Crystal Hinds Date: March 3, 2017

School: Fort Collins High school, CO Grade Level: 10-12 Content Area: Intro to 3D ART

Title: Ceramic Pattern/ Contrast Design Mugs Lesson #: 1/intro

**Content Standard(s) addressed by this lesson:** *(Write Content Standards directly from the standard)*

**Envision and Critique to Reflect**: Interpretation is a means for understanding and evaluating works of art: *Interpret how meaning in works of art is related to the materials and processes chosen by the artist*.

**Invent and Discover to Create**: Assess and produce art with various materials and methods: *Skillfully use a variety of techniques and media to create works of art.*

**Understandings:** *(Big Ideas)*

Though the artist*’s* imagination and intuition drive the work, great art and design require skills and discipline to turn notions into a quality product.

**Inquiry Questions:** *(Essential questions relating knowledge at end of the unit of instruction, select applicable questions from standard)*

1. How are the characteristics and expressive features of art and design used to create art?
2. How can an artist create works of art through combining, expanding, and sequencing?

3.What problem-solving skills are employed in making works of art?

4. How do underlying structures unconsciously guide the creation of art works?

**Evidence Outcomes:** *(Learning Targets) AND (Success Criteria)*

**LT1: I can:** Identify patterns and contrast in works of other artists.

**This means:** I can use patterns and contrast in my own work to enhance its visual significance.

**LT2: I can:** Utilize techniques of hand building and mark making to create a functional object.

**This means:** I understand how to incorporate pattern into my design, and I can build a functional mug using hand-building techniques.

**List of Assessments:** *(Write the number of the learning target associated with each assessment)*

LT1: Create a work of art using pattern and contrast. Completed photo-journal of process and artist statement. Uploaded to bulb.

LT2: Create a work of art using hand-building techniques in clay. Completed photo-journal of process and artist statement. Uploaded to bulb.

**Planned Lesson Activities**

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| **Name and Purpose of Lesson**  *Should be a creative title for you and the students to associate with the activity. Think of the purpose as the mini-rationale for what you are trying to accomplish through this lesson.* | Ceramic Pattern/ Contrast Design Mugs:  To understand pattern and contrast as a design element, to create a functional object using clay building techniques. |
| **Approx. Time and Materials**  *How long do you expect the activity to last and what materials will you need?* | 6 class periods: 5 periods at 50 minutes, one period at 90minutes.  Materials needed:  Clay  mark making tools  water  containers  sponges  cookie cutters  smoothing tools  plastic  hard boards  scribing tools  slab roller  student examples  Presentation: approximately 10 minutes  demonstration props in different stages of development  sketchbook with examples  tracing paper  canvas pieces |
| **Anticipatory Set**  *The “hook” to grab students’ attention. These are actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson, To put students into a receptive frame of mind.*   * *To focus student attention on the lesson.* * *To create an organizing framework for the ideas, principles, or information that is to follow (advanced organizers)*   *An anticipatory set is used any time a different activity or new concept is to be introduced.* | Place student examples on the viewing wall. Greet students at the door and invite them to prepare for a demonstration and presentation.  Inquiry questions:  “Do you know what a ben-day dot is?”  “What about Patterns, or contrast? How could those be used in a work of clay to enhance the object?”  “When is an object functional?” “How is design affected by functionality of an object?” |
| ***How do you intend to engage your students in thinking during the Anticipatory Set?***  ***Why are you using it at this point in your lesson?*** | The strategy I intend to use is: change environment, make discovery an interactive experience.  I am using this strategy here because: environment affects they way students interact or perform tasks. Interactive experiences put the learning in the students’ hands. |
| **Procedures**  *(Include a play-by-play account of what students and teacher will do from the minute they arrive to the minute they leave your classroom. Indicate the length of each segment of the lesson. List actual minutes.)*  *Indicate whether each is:*  *-teacher input*  *-modeling*  *-questioning strategies*  *-guided/unguided:*  *-whole-class practice*  *-group practice*  *-individual practice*  *-check for understanding*  *-other* | Day 1: Introduction   * The class period before introduction, place student examples in the room. *Unguided exploration* (class prep 15 minutes non-class time) * Do Now: when students arrive to class, they will retrieve their sketchbooks and prepare for a new lesson. * Introductory lesson: Present a short powerpoint containing mostly student works, point out similarities and uses of pattern, as well as design of handles. (First 8 slides) Then transition to pattern demo. * How to make a pattern demo: Once we have completed viewing and discussing the student examples and what the definition of a pattern is, I will demo how to build a pattern. On paper first: invented pattern, then direct on clay: using prebuilt tools to mark make. Cover what happens when you press too deeply into clay, how to transfer invented patterns to clay and different ways to affect the clay. * Transition back to presentation to talk about Roy Lichenstein, our featured contemporary, how he used pattern in 2D and 3D works. He had a proprietary mark that he used: Ben day dots. Pointing out the variation of patterns used in his pieces. Finishing the presentation with our success criteria and assignment parameters. * Transition to hand building demo: Point out student examples in room and pass around some of the examples. Show different stages of mug construction, demonstrate how to cut mug pattern, slip and score, form cylinder and attach base. Demo considerations for building handles and attaching to mug. Ask questions concerning construction: What if I didn’t slip and score? What if I decided not to have a handle? What about patterns on the handle? Etc. * Check for understanding. Note to reiterate some of the demo instructions on Monday/Tuesday. * Student work time for remainder of class period. Students will continue to work on their previous projects. I will assist when needed. * Clean up 5-10 minutes prior to dismissal * Dismissal   DAY2:   * Do Now: Students can record their thoughts and or ideas in their sketchbooks about patterns and mug construction; Answer question about Roy Lichenstein, on the board. * Open discussion while preparing for work time. * Class announcements: (Reminders to photograph their work for bulb) and housekeeping * Student work time, all students should be working on finishing their previous project.Some students will have started on the current project. Check in with those students. *Individual practice* * Clean up * Dismissal   DAY3: Work Day: Reminders to photograph their process. Check in with students individually.  DAY4: Work Day: Reminders to photograph their process. Check in with students individually.  DAY5: Work DAY   * Announcements: artist statement instructions and housekeeping * Intro to next Lesson: Brief presentation to get students thinking. ART21 video. 5-7minutes. * Student work time * Clean up * Dismissal   DAY6:   * Do Now: pass your artist statement to the person to your left. Read your peer’s statement; on a separate piece of paper give them feedback on what they wrote. Ask one question, and make one positive statement. When finished pass everything back to the original owner. *individual practice, group practice* * Pull everyone back together. Instruct/remind students of the next steps. 1. They may revise their statement in consideration of peer reviews, or leave as they are. Remind them of the high expectation in communication. 2. Attach their statement, and peer review together and hand into period rack 3. Photograph their work and upload to bulb. 4.Turn in their work. *whole-class practice, teacher input, individual practice.* * Demonstration for next project: * Journal entry: In their journals they are to write a brief reflection of their work. 1. What was the idea in the beginning of the assignment? 2. Did that idea evolve, or morph throughout working on the project? How? 3. One thing about the lesson that surprised them. 4. One thing about their work that really worked well. 5. Problem solving that occurred during their work. 6. How were the elements of design and technique addressed in your work? * Students finishing early may work on choice personal project until closing announcements * Closing announcements * Dismissal |
| ***How do you intend to engage your students in thinking during the PROCEDURE?***  ***Why are you using it at this point in your lesson?*** | The strategies I intend to use in this lesson are: Do Now, Turn and Talk, Peer review, e-portfolio and Journal entry.  I am using this strategy here because: To fully engage the students with their work and the work of others. |
| **Closure**  *Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. “Any Questions? No. OK, let’s move on” is not closure. Closure is used:*   * *To cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson.* * *To help organize student learning*   *To help form a coherent picture and to consolidate.* | * Portfolio entry and submit work: 1. They may revise their statement in consideration of peer reviews, or leave as they are. Remind them of the high expectation in communication. 2. Attach their statement, and peer review together and submit in period rack. 3. Photograph their work and upload to bulb. 4.Turn in their work. * Journal entry: In their journals they are to write a brief reflection of their work. 1. What was the idea in the beginning of the assignment? 2. Did that idea evolve, or morph throughout working on the project? How? 3. One thing about the lesson that surprised them. 4. One thing about their work that really worked well. 5. Problem solving that occurred during their work. 6. How were the elements of design and technique addressed in your work? |
| ***How do you intend to engage your students in thinking during CLOSURE?***  ***Why are you using it at this point in your lesson?*** | The strategy I intend to use is Journal entry/reflection and portfolio work.  I am using this strategy here because: Reflection is an inherent part of art, using this journal entry exercise helps the students connect what they just did to the information they were presented. |
| **Differentiation:**  *Differentiation should be embedded throughout your whole lesson!!*  *This is to make sure you have met the needs of your students on IEPS or 504*  *To modify: If the activity is too advanced for a child, how will you modify it so that they can be successful?*  *To extend: If the activity is too easy for a child, how will you extend it to develop their emerging skills?* | Modification: Offer assistance in construction of object.  To Extend: Students not challenged enough may produce a more complicated overall design, considering usability and aesthetics. |
| **Assessment**  *How will you know if students met the learning targets? Write a description of what you were looking for in each assessment.* | *LT1: Students will demonstrate a working knowledge of pattern and contrast art by analyzing works by other peer artists and discussing the elements of pattern and contrast used in the work.*  **LT2:** Students will demonstrate a working knowledge of hand building techniques by creating a work of art using the slab and coil construction. |

**Post Lesson Reflection**

1. **To what extent were lesson objectives achieved?** *(Utilize assessment data to justify your level of achievement)*
2. **What changes, omissions, or additions to the lesson would you make if you were to teach again?**
3. **What do you envision for the next lesson?** *(Continued practice, reteach content, etc.)*