Service Learning Lesson Plan

Title: Pinch Pot Creations Group/Date: 3D Abilities 3-20-18

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| **Lesson Idea and Relevance:** What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background? | Students will be introduced to the class and the three-dimensional medium by working with clay to make pinch pots. The lesson is designed to introduce the ideas of 2-D vs. 3D mediums and how they can be combined as well as to teach them clay working techniques such slab, scoring, pinch pot, and coiling. Sculpting and decoration of the pinch pots will enable students to express their interests and individuality while also helping us gauge the student’s kinesthetic capabilities and interests.  |

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| **Essential Understanding (s):** What are the “big ideas”? What specific understandings about them are desired? | **Essential Question (s):** What provocative questions will foster inquiry, understanding, and transfer of learning? |
| Artists use a variety of media to express their interests and aesthetic preferences through works of art.Artists can combine two dimensional and three-dimensional art to express their aesthetic preferences. | How can artists use the medium of clay to create works of art that show their ability to make aesthetic choices about how to express their ideas?What is the difference between 3D and 2D artwork? Can 3D and 2D artwork be combined in one piece? |

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| **Outcomes - Students will be able to...**What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?**Students will be able to** |
|  After learning the necessary techniques for working with clay students will be able to express their aesthetic preferences and interests by creating a pinch pot.After discussing the differences between three- dimensional and two-dimensional art students will be able to differentiate between the two and combine them in their clay pieces.

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| **Student Reflective Activity**: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? | **Assessment Instrument (s):** By what criteria will “performances of understanding” be judged? |
| To guage prior knowledge we will show students artwork that is either 3D or 2D and ask them to differentiate between the two. Then we will discuss what characterizes each of these types of artwork.As students create their pinch pots we will ask them about the aesthetic choices they are making. For example, “why did you decide to use the coiling technique rather than slab?” or why did you add this motif? Is this something you are interested in?” | When we are done sculpting our pinch pots we will ask students about their aesthetic choices and assess their knowledge about how to speak about art. We will offer our interpretations of their work and ask them to give a short explanation of their work and how it expresses their interests. |

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| **Pre-assessment:** How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)? |
| We will gauge student’s prior knowledge by asking them to differentiate between 3D and 2D art examples. We will show them examples of our own work and ask them to try to interpret what techniques we used to make them. We will show a demo of different clay working techniques and ask if they have used these techniques before. To assess their knowledge about art as a form of expression we will ask them to discuss their interests and then show them how we expressed our interests with our own artwork. |

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| **Motivation:** How will you hook all students and hold their interest? | **Ideation:** How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work? |
| To motivate our students we will first do our icebreaker activity which will help them get comfortable sharing their interests with the group. We will Segway into the lesson by talking about how artists use interests like the ones we just talked about to fuel their art creation. We will show them the pinch pots we made and explain why we made certain aesthetic choices. For example, I chose to make a pinch pot watermelon because I love how it tastes and it reminds me of summer. We will also point out specifics of our artwork and ask students to try to guess how we created certain affects. This will also help us gauge their prior knowledge about clay-working techniques. | The first part of ideation will come with our discussion of our interests as it will spur students to start thinking about what makes them unique. We will help them make the connection between personal interests and artwork by showing how we expressed our interests through our pinch pots. Then we will help them brainstorm ideas with a group play sheet which lists their interests. |

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| **Procedures:** How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy? |
| 1. Layne will open with an ice breaker and an introduction. This will allow the students to feel comfortable and for them to get to know each other. The specific ice breaker that we will us is asking each student what their name is, favorite food, favorite animal, and favorite color. This will also help brainstorm ideas for their pinch pots. We will also introduce ourselves and tell them about our interests and the types of art we like to create- 3D or 2D or both.
2. Katie will talk about the differences between 2D art and 3D art. She will first ask what they think the differences would be. Then she will explain the differences and physically show them examples of artwork that is three-dimensional and two-dimensional and ask them to differentiate between each and explain why they made that judgement. We will also mention that sometimes art can be both- we will do this with an example of a drawing made of three-dimensional string.
3. We will introduce the pinch pot lesson. We will start out by showing examples of our pinch pot creations. Then we will hand out clay to each student and Victoria will do a demo of specific clay techniques and let the students follow along by making their own practice pinch pots.
4. Melissa will do a brain break where we will hand out a piece of paper to each student to let them draw a design that they might want to make for their pinch pot.
5. Melissa will slice the clay as Katie, Layne, and Tory will hand out the clay, students will get more clay and begin their structure together.
6. Students will begin adding on to their structure by adding detail and parts. We will walk around and assist each student one on one.
7. When students are finished we will take pictures of their pinch pots and direct them to put their pinch pots on the shelves in the kiln room. We will have a loose discussion about what they disliked and liked about their pots (what they could of done better and what were their strengths). We will then talk about how we will be glazing or painting their pinch pots for the next class. This will excite the students for the next class and give them an idea of what to expect.
8. We will take the last 15 minutes to clean up.
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| **Materials and Resources:** What is needed to complete the learning plan? **List materials and resources in a bulleted format.** |
| -Clay -Sculpting tools (popsicle sticks, knives, silverware, etc.)- Water |

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| **Preparation and Safety:** What do you need to prepare for this experience? What safety issues need to be addressed? **List steps of preparation and safety in a bulleted format.** |
| Use of sculpting tools will need to be addressed as some of the tools are sharper.  |

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| **Accommodations:** How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)?  |
| This lesson plan is tailored based on the students imagination, so the basis is to make a pinch pot but then the student can add things they are interested in to make this pinch pot into food, animals, monsters, etc.  |

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| **Student Reflective Activity**: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? | **Assessment Instrument (s):** By what criteria will “performances of understanding” be judged? |
| Introduction to pinch pots and 3D vs 2D art.Introduce materials (clay, paint, textures, etc.)Clay and the different ways to form it, coil, pinch, and slab, how are these important to making clay?Imagine and create a unique pinch pot | Define 3D vs 2DIdentify materials and how to use themDescribe ideas for pinch potsUnderstand differences in clay foundations (pinch, slab, and coil) |

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| **Pre-assessment:** How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)? |
| Introduction of the project, showing examples of what can be made, and processes it takes to makes a pinch pot from the imagination. Giving choice with ideation when it comes to making the pinch pot. |

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| **Motivation:** How will you hook all students and hold their interest? | **Ideation:** How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work? |
| Decide if you want to make a monster, food, animal, shape, etc. out of your pinch pot.Show the students pictures and the pinch pots we have made to get them interested in what they are about to do. | -Describing the differences of 2D vs 3D art- introduction to the project, showing examples of pinch pots we (the teachers) have made.-give students the clay so they can interact with it- introducing the creation stations- The teachers will also help/engage with students at the creation stations. |

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2. Katie will talk about the differences between 2D art and 3D art. She will first ask what they think the differences would be. Then she will explain the differences and physically show them examples.
3. We will introduce the pinch pot lesson. We will start out by showing examples of our pinch pot creations and other pinch pot creations. We will then hand out clay to each student. Then Victoria will do a demo and let the students follow along by making their own practice pinch pots.
4. Melissa will do a brain break where we will hand out a piece of paper to each students to let them draw a design that they might want to make for their pinch pot.
5. Melissa will slice the clay as Katie, Layne, and Tory will hand out the clay, students will get more clay and begin their structure together.
6. Students will begin adding on to their structure by adding detail and parts. We will walk around and assist each student one on one.
7. When students are finished we will take pictures of their pinch pots and direct them to put their pinch pots on the shelves in the kiln room. We will congratulate the students and ask them what they disliked and liked about their pots (what they could of done better and what were their strengths). We will then talk about how we will be glazing or painting their pinch pots for the next class. This will excite the students for the next class and give them an idea of what to expect.
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**Understanding the plan...**

**Stage 1 – Desired Results**

* Relevance - What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?
* Essential Understanding(s) - What are the “big ideas”? What specific understandings about them are desired? What misunderstandings are predictable? (Reflect and Transfer)
* Essential Question(s) - What provocative questions will foster inquiry, understanding, and transfer of learning? (Reflect and Transfer)
* Outcomes (objectives): What will students know and be able to do? What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches? (Comprehend and Create)

**Stage 2 – Assessment Evidence**

* Student Reflective Activity: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? (Comprehend, Reflect, Create, Transfer)
* Teacher-centered Assessment (instrument): By what criteria will “performances of understanding” be judged? What evidence (e.g. quizzes, tests, academic prompts, observations, products/artwork, sketchbooks, journals, etc.) will students demonstrate achievement of the desired results?

**Stage 3 – Learning Plan**

 W = help the students know where the unit is going and what is expected? Help the

 teacher know where the students are coming from (prior knowledge, interests)?

 (Comprehend)

 H = hook all students and hold their interest? (Reflect and Create)

 E = equip students, help them experience the key ideas, and explore the issues to

 generate ideas for their artwork? (Create)

R = provide opportunities to rethink and revise their understandings and work? (Reflect

 and Transfer)

E = allow students to evaluate their work and its implications? (Reflect)

 T = be tailored (personalized) to the different needs, interests, abilities of learners

 O = be organized to maximize initial and sustained engagement as well as effective learning?