

Artistic Abilities 3-D Lesson Plan

Title: Glazing

Group/Date: Artistic Abilities 4/16/19

<p>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?</p>	<p>We will be teaching them how to glaze their different fired projects. This is important to know as all sculptors or potters need some sort of glaze to make a functional object. It is relevant to students of this age and background as they need their projects to be completed, wherein it will last longer.</p>
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<p>Essential Understanding (s): What are the “big ideas”? What specific understandings about them are desired?</p>	<p>Essential Question (s): What provocative questions will foster inquiry, understanding, and transfer of learning?</p>
<ul style="list-style-type: none"> - Artists use color to express ideas or feelings in their work, and explore this through different techniques with color application. 	<ul style="list-style-type: none"> - How do artists express their ideas in color? - Why do artists color mix even though they could get their different shades out of a tube?

<p>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?</p> <p>Students will be able to</p>
<ol style="list-style-type: none"> 1. <i>After a short Introduction</i>, students will be able to define glazing <u>by demonstrating their knowledge through application.</u> 2. <i>After a demonstration</i>, students will be able to successfully glaze their pieces while also being creative <u>by effectively glazing all three of their pieces.</u> 3. <i>After discussing their influences and inspirations</i>, students will be able to connect their experiences with their color choices and how to <u>effectively express those influences in their work.</u> 4. <i>Using the techniques given</i>, students will be able to create a finished piece <u>that combines the techniques learned during the demonstration with their own expression of color.</u> 5. <i>Using their artwork</i>, students will be able to reflect on their piece and others; <u>by presenting their piece to the class and discussing their glaze choices and techniques.</u>

<p>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?</p>	<p>Assessment Instrument (s): By what criteria will “performances of understanding” be judged?</p>
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<p>Students will have the chance to share what colors their objects will be, and explain why they decided to use the colors they did. They will also have a chance to share if they decided to mix any colors and explain why they decided to mix the colors they did, and how they hope the mixed colors look when it comes out of the kiln.</p>	<p>☺ ☺ Student used <i>at least one glaze</i> covering the object and <i>one experimental mixed glaze</i>. The glazes are <i>purposeful</i>. Student will be able to <i>define</i> glazes and <i>explain</i> ideas related to color mixing.</p> <p>☺ Student used <i>at least one glaze</i> covering the object, but <i>neglected to use one experimental mixed glaze</i>. The glazes are <i>somewhat purposeful</i>. Students can somewhat <i>define glazes</i> or <i>explain ideas related to color mixing</i>.</p> <p>☹ Student used <i>no glaze</i>, or <i>didn't cover the object with one glaze</i>. Glazes were <i>not purposeful</i>. Student is <i>not able to define glazes nor explain ideas related to color mixing</i>.</p>
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<p>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)?</p>	
<p>What two colors can be mixed to make green? What two colors can be mixed to make purple? What two colors can be mixed to make orange? What is a glaze? Have any of you glazed pottery before?</p>	

<p>Motivation: How will you hook all students and hold their interest?</p>	<p>Ideation: How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?</p>
<ul style="list-style-type: none"> -Have students look at ceramics work throughout the art building - glass cases, glass box gallery, mini gallery, etc -Have all of the glaze test tiles on display so that they can see the end result and chemical change the glaze goes through. -We will bring in an unglazed cup and a glazed cup with the exact same form, seeing how glaze can completely change a piece can motivate them. - Ask them about what inspired their pieces and who they made them for so that it can influence their color choices. 	<ul style="list-style-type: none"> -How can you mix colors to make interesting and unique color combinations? -How can color represent a feeling or an emotion? What color makes you feel happy? -What colors can we use to make something a gift for someone we love? Should we use their favorite color? -Have students look at the test tiles to show them what colors each of the glazes will be once they are fired -For their animal projects, what would the animal look like if you used naturalistic colors? What would the animal look like if it was colored in a non-naturalistic way? What colors could you use to make a completely unique and new version of this animal?

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. Introduction/Icebreaker
 - a. Ask them what color they would use to represent someone significant in their life.
2. Pre-assessment:
 - a. What two colors can be mixed to make green? What two colors can be mixed to make purple? What two colors can be mixed to make orange? What is a glaze? Have any of you glazed pottery before?
 - b. (2 minutes)
3. Essential Questions:
 - a. How do artists express their ideas in color?
 - b. Why do artists color mix even though they could get their different shades out of a tube?
4. Ideation
 - a. How can you mix colors to make interesting and unique color combinations?
 - b. How can color represent a feeling or an emotion? What color makes you feel happy?
 - c. What colors can we use to make something a gift for someone we love? Should we use their favorite color?
 - d. Have students look at the test tiles to show them what colors each of the glazes will be once they are fired
 - e. For their animal projects, what would the animal look like if you used naturalistic colors? What would the animal look like if it was colored in a non-naturalistic way? What colors could you use to make a completely unique and new version of this animal?
(5 minutes)
5. Motivation:
 - a. Have students look at ceramics work throughout the art building - glass cases, glass box gallery, mini gallery, etc
 - b. Have all of the glaze test tiles on display so that they can see the end result and chemical change the glaze goes through.
 - c. We will bring in an unglazed cup and a glazed cup with the exact same form, seeing how glaze can completely change a piece can motivate them.
 - d. Ask them about what inspired their pieces and who they made them for so that it can influence their color choices.
(10 minutes)
6. Demonstration:
 - a. Teach students about how the color of the glaze in the bottle doesn't represent what it will look like once it is fired → Teach them about the test tiles, and how those represent what the colors will be once they are fired
 - b. Show the students how to gather the color glazes they want to use in little cups or bowls
 - c. Show students techniques they can use when glazing → how they can add detail with a smaller brush or cover a large surface
 - d. (10 minutes)
7. Hand out materials including glazes and tools that are needed (5 minutes)
8. Students work until all projects are completed and glazed (35 minutes)
9. Student Reflective Activity

a. After glazing their pieces students will have the chance to share what colors their objects will be, and explain why they decided to use the colors they did. They will also have a chance to share if they decided to mix any colors and explain why they decided to mix the colors they did, and how they hope the mixed colors look when it comes out of the kiln.
(10 minutes)

Materials and Resources: What is needed to complete the learning plan? List materials and resources in a bulleted format.

Brushes
Sponges
Water bowls
Ware boards
Cups to put glaze in

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.

Tell them to not drink it, only paint on their pieces.

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)?

Different brush sizes to account for motor skill variability