

Artistic Abilities 3-D Lesson Plan

Title: Wheel Throwing/Oven Baked Clay

Group/Date: Artistic Abilities 4/23/19

<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>This lesson will teach students another major way of clay building, as well as allowing students to explore a new type of clay to build with. The oven baked clay is also a great option for students to use at home, because it is simple and can be done with an oven. This is important for students in order to keep their creativity flowing outside of the classroom. Wheel throwing is also something that is very important in the world of ceramics, so it is definitely something to teach students, as another way of working with clay.</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 work through issues that come up in the creation of their work - Mistakes are an important part of the creation of artwork, that is how artists are able to grow 	<ul style="list-style-type: none"> - Why do artists create using different methods? What are the benefits of different methods of building forms in ceramics? - How do artists work through mistakes and/or struggles they are having?

<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 wheel throwing as it works in ceramics <u>by attempting to make a cylinder on the wheel and experimentation.</u> 2. <i>After a demonstration</i>, students will be able to attempt to throw forms on the wheel <u>demonstrated by their attempts at wheel throwing.</u> 3. <i>After discussing the process of oven baked clay</i>, students will be able to connect what they have learned about clay throughout the class to a new form of clay <u>by creating a monster that uses this new method.</u> 4. <i>Using the techniques given</i>, students will be able to create a finished piece <u>out of oven baked clay by effectively finishing a piece.</u> 5. <i>Using their pieces they have created throughout the semester</i>, students will be able to reflect on their piece and others; <u>by presenting the pieces they have made to the class and talking about what they think of the finished pieces.</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>For the student reflective activity, students will have the opportunity to display the forms they created and share what difficulties they faced while throwing . We will also have them reflect on all their past projects. Did it turn out the way you planned it ti? What would you do differently?</p>	<p>☺ ☺ Student attempted <i>at least one cylinder and one oven baked clay monster</i>. The student <i>persevered through failure without breaking down</i>. ☺ Student attempted <i>to throw at least one cylinder and at least one oven baked monster</i>. The student <i>didn't persevere or broke down</i>. ☹ Student <i>did not attempt to throw a cylinder, and did not create an oven baked clay monster</i>. The student <i>disrupted others' and their own learning</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 kind of ceramic forms are thrown on the wheel? Have any of you worked with oven baked clay?</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"> -We will do a demonstration of how to throw a cylinder on the wheel - bring in thrown mugs to use as examples - We will have printed pictures of wheel thrown objects - Ask stimulating questions like, do they have horns? Do they have scary teeth? Are they nice monsters? 	<ul style="list-style-type: none"> - What kind of monsters are there? - How many eyes should your monster have? - What color should your monster be? - What shape body does your monster have? - How many arms and legs does your monster have? - What shape mouth should your monster have? - Does it have horns? - Does it have a tail? - What kind of forms could we throw? - What shapes could be interesting?

<p>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?</p>
<ol style="list-style-type: none"> 1. Introduction/Icebreaker <ol style="list-style-type: none"> a. Ask them what's their favorite monster from a movie? Are the animals that we made last time monsters? 2. Pre-assessment: <ol style="list-style-type: none"> a. What kind of ceramic forms are thrown on the wheel? b. Have any of you worked with oven baked clay? c. (2 minutes)

3. Essential Questions:
 - a. Why do artists create using different methods? What are the benefits of different methods of building forms in ceramics?
 - b. How do artists work through mistakes and/or struggles they are having?
4. Ideation
 - a. What kind of monsters are there?
 - b. How many eyes should your monster have?
 - c. What color should your monster be?
 - d. What shape body does your monster have?
 - e. How many arms and legs does your monster have?
 - f. What shape mouth should your monster have?
 - g. Does it have horns?
 - h. Does it have a tail?
 - i. What kind of forms could we throw?
 - j. What shapes could be interesting?
5. Motivation:
 - a. We will do a demonstration of how to throw a cylinder on the wheel
 - b. bring in thrown mugs to use as examples
 - c. We will have printed pictures of wheel thrown objects
 - d. Ask stimulating questions like, do they have horns? Do they have scary teeth? Are they nice monsters?
 - e. (10 minutes)
6. Demonstration:
 - a. Demos for wheel throwing will be one on one - a group of two students will watch a demo of how to throw and then practice with a really small group of students and one teacher
 - b. We will do a short demo of how to build monsters - how to use the oven baked clay, combining different colors
 - c. (10 minutes)
7. Hand out materials including clay, texture making tools, etc (5 minutes)
8. Students work until projects are completed or attempted (35 minutes)
9. Student Reflective Activity
 - a. students will have the opportunity to display the forms they created and share what difficulties they faced while throwing .
 - b. We will also have them reflect on all their past projects.
 - i. Did it turn out the way you planned it to?
 - ii. What would you do differently?

(10 minutes)

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

Oven Baking Clay
 Clay
 Wheels
 Sponges

Mats for students to work to be created on
Toaster Oven

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.**

Hair up and close-toed shoes to throw on the wheel

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)?

Students can work on only the monster if they don't want to or are struggling with wheel throwing