

Artistic Abilities 3-D Lesson Plan

Title: Texture Exploration

Group/Date: Artistic Abilities 4/2/19

<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 ways of creating textures with different materials. We are then making a box with the four different textures. This is important because everything is textured and if they want to texture their pottery they can test techniques.</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 familiarize themselves with the materials so they can use them effectively. Artists need to understand and use texture, as texture is found on all things. 	<ul style="list-style-type: none"> - How do artists use unexpected materials to make texture?

<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 texture as it applies to ceramics / why texture is important to ceramics <u>by demonstrating their knowledge through the placing of textures.</u> 2. <i>After a demonstration</i>, students will be able to create four 4x4 slabs <u>with confidence, shown by a successful few tiles.</u> 3. <i>After exploring outside for objects that could make an interesting texture</i>, students will be able to understand techniques for using those objects to create texture and then <u>effectively put the textures on their tiles.</u> 4. <i>Using the techniques given</i>, students will be able to create a ceramic box <u>that combines the techniques learned during the demonstration with their own concept about a memory they have.</u> 5. <i>Using their artwork</i>, students will be able to reflect on how their textures were created; <u>by presenting their piece to the class and guessing other classmates objects for texture.</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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Texture Exploration

1. After creating their tiles students will compare and discuss/guess what objects they used to evoke each specific texture.
2. Through this process students will relate and connect to transfer by connecting their outdoor objects of interest and experiences to their work.

☺ ☺ Student created a few *representative* texture tiles that *effectively use the found object*. The textures are *well defined*. The tiles are 4" x 4" and are *almost perfect squares*. The texture tiles were *successfully integrated into boxes*.

☺ Student created *somewhat defined* textures. The tiles are *not 4" x 4"*, but are *close*, and *resemble rectangles*. Texture tiles were *somewhat integrated into a box*, but due to differing measurements, the box *does not stand well* or *the corners don't completely connect*.

☹ Student created *textures that are not well defined* and the tiles are *not close to 4" x 4"*. The tiles are *not square-esque nor rectangular*. The tiles were *not integrated into a box*, or the *box doesn't stand up*.

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)?

1. What types of textures do you see in your everyday life? What is the texture of the table in front of you? What is the texture of the chair you're sitting on? If you have a pet, what kind of texture do they have?

Motivation: How will you hook all students and hold their interest?

- Go on a walk outside and explore the different textures that are outside. Bring in a few objects that could be used to create texture on clay.
- Have time for play, allow students to explore the way clay interacts with different objects that have texture
- Allow for exploration of how a material can be used in different ways on clay. What textures does it make if you press the object into the clay? What textures does it make if the object rolls across the surface? What textures does it make if the object is repeated several times?

Ideation: How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?

- Have students play and familiarize themselves with their found objects and use them to discover textures.
- Think about ways in which texture can be created - what are materials that can be used to create texture? What are ways we can use those materials to create texture?
 - What textures are around you?
 - How would you describe your world in textures?
 - How would you describe your emotions in textures?
 - What do your textures make when put together in a box?

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 students to reintroduce themselves through a name game, to refresh everyone's memory and have them say what their favorite food is
2. Pre-assessment:
 - a. Asking what types of textures do you see in your everyday life? What is the texture of the table in front of you? What is the texture of the chair you're sitting on? If you have a pet, what kind of texture do they have?
 - b. (2 minutes)
3. Essential Question:
 - a. Ask: What textures are around you?
 - b. How would you describe your world in textures?
 - c. How would you describe your emotions in textures?
 - d. How would you describe a memory in textures?
4. Instruction
 - a. What is our plan for today? Exploring texture through objects we find to create texture
 - b. Show pictures of finished tiles with texture - what we are aiming to do
 - c. Show pictures of boxes made out of clay - what we are going to end up making
5. Motivation:
 - a. Go on a walk outside and explore the different textures that are outside. Bring in a few objects that could be used to create texture on clay.
 - b. Have time for play, allow students to explore the way clay interacts with different objects that have texture
 - c. Allow for exploration of how a material can be used in different ways on clay. What textures does it make if you press the object into the clay? What textures does it make if the object rolls across the surface? What textures does it make if the object is repeated several times?
 - d. (10 minutes)
6. Ideation
 - a. Think about ways in which texture can be created - what are materials that can be used to create texture? What are ways we can use those materials to create texture? (5 minutes)
7. Demonstration:
 - a. How to roll out a slab
 - b. How to cut a slab into tiles
 - c. How to use found objects to create texture
 - d. (10 minutes)
8. Hand out materials including clay and tools that are needed (5 minutes)
9. Students work until tiles are completed. (25 minutes)
10. Demonstration 2
 - a. How to score and slip tiles, using coils, into a functional box (5 minutes)
11. Students put tiles together into a box. (15 minutes)
12. Student Reflective Activity
 - a. After creating their tiles students will compare and discuss/guess what objects they used to evoke each specific texture.
 - b. Through this process students will relate and connect to transfer by connecting their outdoor objects of interest and experiences to their work.

c. (10 minutes)

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

- Clay
- Clay knives
- Ribs
- Sponges
- Water bowls
- Plastic bags
- Spray bottles
- Ware boards
- Canvas sheets
- Rolling pins
- Discovered and found objects

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.

None are needed for this art experience.

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)?

_____ could be making slabs and textures, and if they don't move to make a box, they don't have to.