

Artistic Abilities 3-D Lesson Plan

Title: Making Animals

Group/Date: Artistic Abilities 4/9/19

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| <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 techniques to create a form of an animal that combines two animals in the natural world. The importance of this is allowing for creative exploration. At this point we have explored lots of different techniques, so this is allowing the students to be more creative with the techniques that they now are familiar with. It is also important for students because it allows for them to think about the different elements of animals and then how to combine them.</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 materials to create objects that represent real life in an abstract way. Artists explore ways of thinking about making. | <ul style="list-style-type: none"> - How do artists create ideas? - Why do artists work in abstract and naturalistic ways? - How do artists creatively think about the ways in which they can create? - How do artists combine objects from the real world to create unique forms? |

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| <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. <u>After a short Introduction, students will be able to define abstract vs naturalistic in terms of ceramics by demonstrating their knowledge through thinking of realistic animals and how they can combine them to create an abstract representation of an animal.</u> 2. <u>After a demonstration, students will be able to create a pinch pot that is flipped to create the base of their animal with confidence, shown by a successful pinch pot.</u> 3. <u>After brainstorming a list of animals on the board, students will be able to connect two animals together, and think of what elements from each animal they would like to use by effectively creating elements of each of their animals and combining them.</u> 4. <u>Using the techniques given, students will be able to create a finished piece that combines the techniques learned during the demonstration with their own ideas of two animals and their way of combining them.</u> 5. <u>Using their artwork, students will be able to reflect on their piece and others; by presenting their piece to the class and guessing other classmates animal combinations in their finished pieces.</u> |

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| <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> |
| <p><u>Student narratives</u></p> <p>1. After creating their creatures students will create a short narrative for them guided by a few questions we provide. (Where does your creature live?, What does it eat?, What characteristics did you give it and how did you achieve them through the form?) The students will each share their narrative</p> <p>2. Through this process students will relate and connect to transfer by connecting their knowledge on animals and creating a new creature. Students will also envision and reflect to critique.</p> | <p>☺ ☺ Student created a <i>representative animal that they invented</i>. The invented animal includes characteristics of two real animals of their choice. Student will be able to <i>define</i> abstraction and naturalism.</p> <p>☹ Student created a <i>somewhat representative animal that is somewhat invented</i>. The invented animal does not include characteristics of at least 2 real animals</p> <p>☹ Student created a <i>non representative animal that is not invented</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>1. We will write the objective on the board, and let them know that the end goal is making a unique animal combination. We will have them brainstorm animals that we will write on the board for them to have. We could ask them if they know what naturalistic means versus abstract, and what they have experienced in their lives that fits under those categories.</p> |

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| <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> |
| <p>-Juana has an animal sculpture that she has made in the past so we will show that to the students to motivate them to make something unique and interesting</p> <p>-Show them pictures of animals (different types of animals), cut them in half, put them in different combos to show how you can mix and match ideas.</p> <p>- Ask them about their pets they have owned, and how they would recreate that animal using texture techniques.</p> | <p>-Have students brainstorm animals with us as a group, so we can write animals on the board.</p> <p>-Have students think about what their animal combination eats, what it does, where it lives, etc. either on a worksheet of sorts or just in their heads and give them a prompt sheet.</p> <p>-We will bring in images of animals, and have students cut them in half, and then connect different animals, to see the possibilities of combining animals together to create a new creature → we will show them an example, and then they will have the opportunity to try it themselves</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?

1. Introduction/Icebreaker
 - a. We will start by welcoming them back and asking everyone what animal they would be if they could be an animal
2. Pre-assessment:
 - a. We will write the objective on the board, and let them know that the end goal is making a unique animal combination. We will have them brainstorm animals that we will write on the board for them to have. We could ask them if they know what naturalistic means versus abstract, and what they have experienced in their lives that fits under those categories.
 - b. (2 minutes)
3. Essential Questions:
 - a. How do artists create ideas?
 - b. Why do artists work in abstract and naturalistic ways?
 - c. How do artists creatively think about the ways in which they can create?
 - d. How do artists combine objects from the real world to create unique forms?
4. Ideation
 - a. Have students brainstorm animals with us as a group, so we can write animals on the board.
 - b. Have students think about what their animal combination eats, what it does, where it lives, etc. either on a worksheet of sorts or just in their heads and give them a prompt sheet.
 - c. We will bring in images of animals, and have students cut them in half, and then connect different animals, to see the possibilities of combining animals together to create a new creature → we will show them an example, and then they will have the opportunity to try it themselves (5 minutes)
5. Motivation:
 - a. Juana has an animal sculpture that she has made in the past so we will show that to the students to motivate them to make something unique and interesting
 - b. Show them pictures of animals (different types of animals), cut them in half, put them in different combos to show how you can mix and match ideas.
 - c. Ask them about their pets they have owned, and how they would recreate that animal using texture techniques.
 - d. (10 minutes)
6. Demonstration:
 - a. How to make a pinch pot for the base of their animal → use a bowl and then push the clay into the bowl to make the shape for the base of their animal
 - b. How to form a head shape → making a sphere out of clay → roll between their hands to get a sphere shape
 - c. How to add details → Remember the texture work that was done last time → what type of texture do you want your creature to have? Do they have fur or feathers? How can you represent that? What textures did you use last class that you could consider further for this project? We will have materials that could be used to create texture such as rib tools that can be used to draw in texture.
 - d. How to form a tail → rolling a coil which we have done before

- e. (10 minutes)
- 7. Hand out materials including clay and tools that are needed (5 minutes)
- 8. Students work until animals are completed (35 minutes)
- 9. Student Reflective Activity
 - a. After creating their creatures students will create a short narrative for them guided by a few questions we provide. (Where does your creature live?, What does it eat?, What characteristics did you give it and how did you achieve them through the form?) The students will each share their narrative
 - b. Through this process students will relate and connect to transfer by connecting their knowledge on animals and creating a new creature. Students will also envision and reflect to critique.
 - 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

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)?

Student accommodation-

- Bowl mold, create molds and decorate them with different textures.

This is tailored to the specific interests, needs and abilities of the student