

Artistic Abilities 3-D Lesson Plan for March 26th

Title: Coil Pots

Group/Date: Artistic Abilities 3/26/19

<p><b>Lesson Idea and Relevance:</b> 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 how to construct a coil pot in a variety of forms for students to understand techniques of coil building in clay. Coil building is one of the primary techniques used in ceramics, so it will allow for students to have a better understanding of methods used in clay right off the bat.</p>
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<p><b>Essential Understanding (s):</b> What are the “big ideas”? What specific understandings about them are desired?</p>	<p><b>Essential Question (s):</b> What provocative questions will foster inquiry, understanding, and transfer of learning?</p>
<ul style="list-style-type: none"> <li>- The Building blocks of Pottery</li> <li>- Familiarizing ourselves with the material</li> <li>- Students will invent and discover different ways to successfully coil build a functional container / object of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>- Why do people use coils to build things instead of blocks or other shapes?</li> </ul>

<p><b>Outcomes - Students will be able to...</b>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><b>Students will be able to</b></p>
<ol style="list-style-type: none"> <li>1. <i>After a short Introduction</i>, students will be able to <b>define</b> basic ceramics terminology <u>by demonstrating their knowledge through the making of the pot.</u></li> <li>2. <i>After a demonstration</i>, students will be able to <b>form</b> clay with their hands <u>with confidence, shown by a successful, standing pot.</u></li> <li>3. <i>Provided a variety of tools</i>, students will be able to <b>make</b> coils and <u>effectively use the clay to make a coil pot.</u></li> <li>4. <i>Using the techniques given</i>, students will be able to <b>create</b> a functional piece <u>that combines the techniques learned during the demonstration with their own knowledge and understanding of the art making process.</u></li> <li>5. <i>Using their artwork</i>, students will be able to <b>analyze</b> how their coil pots were built; <u>aligning artistic decisions to their intentions (actions).</u></li> </ol>

<p><b>Student Reflective Activity:</b> Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?</p>	<p><b>Assessment Instrument (s):</b> By what criteria will “performances of understanding” be judged?</p>
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Students will all place their pots in front of the class to see. They will discuss their process for building the pot. The class will then guess the function of their pot, and they will give hints if the class is unsure. Once the class guesses, then the next person will have a chance to present their piece.

- ☺ ☺ Student created a *functional* pot using coils and the *proper building technique*. Pot is *balanced* and in accordance with *the student's description of what it should be able to hold*.
- ☺ Student created a *mostly functional* pot using coils and *attempted following the instructions*. Pot is *balanced*, but does not function with *the student's description of what it should be able to hold*.
- ☹ Student created a *nonfunctional ceramic pot* according to *their description of what it should be able to hold*. Student's pot is *unbalanced and fell over*.

**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. Asking what they know about or how much they've worked with clay
2. What ceramic things do they use in their everyday lives?

**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?

- Asking students what they are wanting in their life (mug, bowl, etc) What functional object have they been wanting?
- Get them interested in it by having them imagine themselves using the object for its intended purpose/function by leading them through the different possible rooms in their homes.
- Our demonstration will hopefully spark creativity, by showing all the possibilities, and then encouraging them to think about how they would like to use this material to make something functional in their own lives
- In the presentation, we will show historical examples of coil pots; this will inspire them to think about texture.
  - Coil pots on table photo, spotted coil pot photo, and green coil pot photo
    - *\*While passing out the photos\** These coil pots can be different shapes, sizes, and don't have to be cylindrical
  - Prehistoric Pueblo pot photo, contemporary potter in Vancouver photo
    - *\*While passing the photos out\** These coil pots could also be smoothed out and textured, like these.

- Before the demonstration and having students create a coil pot, we will have time for students to consider types of containers they want to make.
- Ask the students what kind of pottery they use in their lives if any, what kind of experiences they have with clay, and what they want to do with their coil pots.
- While they are making the coil pots, we're going to ask them investigative questions to encourage learning of terms and intention in creating.

**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

- Ask students to introduce themselves and say their favorite animal as we go around the circle everyone says what the person before them said as a way of remembering everyone's names and favorite animals.
- We will briefly introduce ourselves and show them some of our own coil pots.

### 2. Pre-assessment:

Asking what they know about clay, and if they can define terms like slipping and scoring. What ceramic things do they use in their everyday lives?

(1 minute)

### 3. Essential Question:

-Ask: Why would an artist use coils to build a pot? (provides structural integrity and can make more flexible forms.) (5 minutes)

### 4. Motivation:

- Asking students what they are wanting in their life (mug, bowl, etc) What functional object have they been wanting?
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### 5. Instruction:

- Presentation about terms in pottery: clay, coils, slip, scoring
- Start with a demonstration in which we show them the step by step process of building a coil pot (10 minutes)

### 6. Ideation

-Before the demonstration and having students create a coil pot, we will have time for students to consider types of containers they want to make.

- Ask the students what kind of pottery they use in their lives if any, what kind of experiences they have with clay, and what they want to do with their coil pots.

-While they are making the coil pots, we're going to ask them investigative questions to encourage learning of terms and intention in creating. (5 minutes)

6. Hand out materials including clay and tools that are needed (5 minutes)

7. Students work until coil pots are completed. (35 minutes)

8. Student Reflective Activity

Students will all place their pots in front of the class to see. They will discuss their process for building the pot. The class will then guess the function of their pot, and they will give hints if the class is unsure. Once the class guesses, then the next person will have a chance to present their piece. (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
- Gloves

**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)?

**Access:** Provide the opportunity for students (Crystal, Adam) to touch and measure the vacuum before beginning the "negotiated" drawing. Allow students (Joel) to sit on table to complete a "bird's eye" view.

**Expression:** Students can choose media for drawing and size of paper.