

Course Name	Elementary Art	Grade Level	2 nd grade
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<p>Enduring Understanding (s): (Statements summarizing important idea(s) and core process(es) that are central to an art topic and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular area of art. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to art. These statements link two or more concepts.)</p>	<p>Prepared Graduate Competency (ies): (List, in bullet form, which Prepared Graduate Level Competency [ies] will be addressed in this lesson as it [they] relate [s] to the enduring understanding [s].)</p>
<p>Artists use lines to establish various textures that capture a viewer’s eye.</p>	<p>Comprehend:</p> <ul style="list-style-type: none"> • Recognize, articulate, and debate that the visual arts are a means for expression <p>Reflect:</p> <ul style="list-style-type: none"> • Use specific criteria to discuss and evaluate works of art • Critique personal work and the work of others with informed criteria • Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information <p>Create:</p> <ul style="list-style-type: none"> • Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design • Create works of art that articulate more sophisticated ideas, feelings, emotions, and <p>Transfer</p> <ul style="list-style-type: none"> • Transfer the value of visual arts to lifelong learning and the human experience • Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas

<p>Objectives/Outcomes/Learning Targets: Student will be able to... (Measurable) (Aligned to: Bloom’s-Standards-GLEs/ and, when appropriate, Numeracy, Literacy and Technology. Should be written as: Objective. Bloom’s: ____ - Standard: ____ - GLE: ____ . Numeracy, Literacy, and/or Technology)</p>
<p>The student will be able to create a three-dimensional ice cream cone out of clay using the techniques of scoring, slipping, sealing, cutting, and smoothing. (Bloom’s: Apply; Standard: Comprehend, GLE: Characteristics and expressive features of art and design are used to identify and discuss works of art)</p> <p>The student will be able to add at least two unique details to their ice cream cone, either using texture or shape. (Bloom’s: Create, Standard: Create, GLE: Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design)</p> <p>The student will be able to choose specific colors to paint their ice cream cone making it realistic or abstract, and then be able to justify what specific choices he/she made. (Bloom’s: Analyze, Standard: Reflect, GLE: Visual arts use various literacies to convey intended meaning)</p> <p>The student will be able to participate in a discussion on how artists use clay and respond to yes or no questions. (Bloom’s: Understand, Standard: Transfer, GLE: Visual arts respond to human experience by relating art to the community)</p>

Pre-Assessment: (Hint-Turn objectives into questions.)

(This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/objectives of the lesson. Be specific in describing what you would recognize as proficient skill/knowledge.

During the “Clay Magic” Keynote, the students will be asked to raise their hand to answer the following:

- Raise your hand if you have ever worked with clay.
- Raise your hand if you know what a potter’s wheel is or have seen one.
- What do you think your best clay tool is?
- Do you think that if I were to drop this clay piece, it would stay together?

Can the student create a three-dimensional ice cream cone out of clay using the techniques of scoring, slipping, sealing, cutting, and smoothing?

Can the student add at least two unique details to their ice cream cone, either using texture or shape?

Can the student choose specific colors to paint their ice cream cone making it realistic or abstract, and then be able to justify what specific choices he/she made?

Can the student participate in a discussion on how artists use clay and respond to yes or no questions?

Accommodations and modifications:

(Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives. The curriculum does not change; access, process and product are reconsidered. NOT about doing more or less.**)

Students will be given instructions in steps so that they are able to stay on task. There will be a couple of instructions and then students will be asked to pause and wait for the next set of instructions.

Students will bring all finished clay pieces to an adult to put their name on the back to make sure their name is legible.

Students will be asked to repeat back some instructions to make sure that they understand what is expected.

Students will hear directions and see instructions on a document camera.

Vocabulary/Literacy Integration:

(List terms specific to the topic and describe how literacy is integrated into the lesson.)

Score, slip, squish, seal, texture, shape, realistic, abstract

- Students will be asked to discuss with a neighbor what flavor of ice cream is their favorite to help them start brainstorming for their clay piece.
- Students will respond to questions during the keynote presentation.

Materials:

(Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**)

- Low-fire white clay
- Clay tools for simple cutting
- Clay mats
- Clay tubs
- Water cups

- Kiln
- Paper towels
- 7 colors of paint, light brown, light pink, light blue, light green, light orange, light yellow, red for cherries.
- Paint brushes
- Containers for paint
- Painting mats
- Trays

Resources:

(List all visual aids and reference material (books, slides, posters, etc.) Be specific; include title, artist, etc. Make reference to where the material can be found. (These are the resources used by the teacher to support/develop the lesson.) List all resources in a bulleted format.)

Book: The Magic of Clay by Adalucia

Preparation:

(What do you need to prepare for this experience? List steps of preparation in a bulleted format.)

- Set up powerpoint
- Cut clay into slabs about ½ inch thick
- Set out clay tubs with mats and tools
- Have water cups prefilled
- Have stencils ready to hand out
- Have are cleared off for clay to dry
- Paints ready in containers
- Brushes washed
- Class pieces all in one box
- Paint shirts ready

Safety:

(Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format.)

- Students will need to put on paint shirts to help keep and clay off of clothes
- Students will need to be reminded to use tools with care
- Students should be reminded that clay is not safe to put in the mouth
- Students will raise their hand after their piece is painted so that pieces are not being carried around the room

Action to motivate/anticipatory set:

(Describe how you will begin the lesson to stimulate student's interest. How will you pique their curiosity and make them interested and excited about the lesson? What inquiry questions will you pose? Be specific about what you will say and do to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: presenting a skit, telling a story, posing a series of questions, role-playing, etc.

Students will be shown a keynote that explains how artists use clay and what kinds of things artists can make with clay.
Students will also be shown an example to help motivate them to create something three-dimensional with texture.

Ideation/Inquiry:

(Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions

and processes you will engage students in to help them develop ideas and plans for their artwork.)

Students will be asked to turn to a partner and discuss their favorite kind of ice cream.

They will then be asked as a class:

Who likes chocolate ice cream?

Who likes vanilla ice cream?

Who likes mint ice cream?

Who likes rocky road ice cream?

Procedures: (Align with instructional methodologies and approximate times for instruction.)

Give a detailed account (**in bulleted form**) of how you will present the lesson logically and sequentially (**include approximate time for each activity**). Include motivation and ideation/inquiry where appropriate.)

Day 1:

Teacher Will:	Student Will:	Time:
1. Students will be asked to come into the classroom, put on a paint shirt and quietly sit on the rug and show the teacher how to listen.	1. Come into class and put on a paint shirt and then sit quietly on the rug.	2 minutes
2. Tell students that we are going to be working on clay today but first we are going to look at a presentation that tells us a little bit more about clay. Who has done clay before?	2. Students will raise their hand to show whether or not they have worked with clay before.	1 minute
3. Today we are going to look at a presentation called clay magic, which is going to tell us a little bit more about clay and how we use clay	3. Students will be good listeners and participate in the presentation.	1 miunte
4. Clay is found in the earth and is made up of a very important mineral called Feldspar. As rocks break down, we get clay. Do you think that this just happens overnight? It actually takes millions of years for rocks to break down.	4. Students will be good listeners and participate in the presentation.	1 miunte
5. Over time, things like rain, wind, and earthquakes break down rocks and that will give us two very important materials called Alumina and Silica.	5. Students will be good listeners and participate in the presentation.	1 miunte
6. Alumina and silica and buddies and they team up with water to give us clay. Clay is an almost magical doughy mud that doesn't lose its form, and when heated or fired it becomes hard.	6. Students will be good listeners and participate in the presentation.	1 miunte
7. There are millions of types of rocks out there right? So that means we get different kinds of clay. We can have white clay, yellow clay, pink clay, red clay and brown clay, ours is going to be grey and then it will turn white.	7. Students will be good listeners and participate in the presentation.	1 miunte
8. When we take clay and add other ingredients we get what is called a clay body. There are other clay bodies such as porcelain, stoneware and earthenware. We are using earthen ware because it come from the earth!	8. Students will be good listeners and participate in the presentation.	1 miunte
9. When clay is moist it is very elastic, meaning we can roll it, bend it, stretch it, mold it, squish it. If we are taking in clay terms we call that being plastic, which means we can change the clay.	9. Students will be good listeners and participate in the presentation.	1 miunte
10. There are really two ways that we can work with clay. The first way is using a potter's wheel. How many of you have seen a potter's wheel before? It's something that we can sit at and then put our clay on a flat surface that spins like a wheel so we can build things like cups, plates and bowls, things that are round. The other way we can build with clay is hand building, which is what we are going to be doing. There are four ways we can build with clay. A pinch pot is a small pot you pinch with your fingers, a slab is a flat piece of clay, a coil is a shape that you rope out, kind of like a rope, and a mold is where you would take clay and push it into a shape or form in order to get that shape. Today we are going to use a slab for our project.	10. Students will be good listeners and participate in the presentation.	1 miunte
11. Here are some of the clay tools that we are going to be using, but guess what the best clay tools are! Your hands! These are really going to help you today when you work with clay!	11. Students will be good listeners and participate in the presentation.	1 miunte
12. After we have made our clay pieces, we are going to leave them out to dry. They are going to become lighter in color and dry out, this is called greenware. Hold up example and show students how it sounds clunky and we can no longer change the clay.	12. Students will be good listeners and participate in the presentation.	1 miunte
13. When our pieces have had a couple of days to dry we can then put them into a kiln which is very similar to an oven in that it gets really hot, only a kiln gets even hotter, about 2,000 degrees!	13. Students will be good listeners and participate in the presentation.	1 miunte
14. After the pieces have been put into the kiln and fired, we can take them out and this is called bisque ware, after that we can start to paint our pieces! Which is what you will all be doing in a couple of weeks.	14. Students will be good listeners and participate in the presentation.	1 miunte

15. We need to remember that clay is very fragile, after it is fired, it becomes almost like glass and can break if it is dropped.	15. Students will be good listeners and participate in the presentation.	1 miunte
16. Clay is timeless, almost magical material that lets you change a lump of our earth into a beautiful object.	16. Students will be good listeners and participate in the presentation.	1 miunte
17. Now you will be asked to return to your seats and listen quietly for instructions.	17. Students will return to their seats.	3 minutes
18. In a few minutes you are going to get a slab of clay, and each table will get two ice cream cone templates, and an ice cream scoop templates. This means we will have to share our templates.	18. Students will be good listeners.	2 minutes
19. Once you get the templates, you are going to put BOTH templates on your slab at the same time, now you are going to choose a clay tool that can help you cut out your shapes. I want to make sure that I go straight down and not slant my tool. I will cut out both pieces and then hand my templates to another table member.	19. Students will be good listeners.	4 minutes
20. When you have both pieces cut out you may then take a tiny bit of water and smooth out your edges. Then take the extra clay we cut out and roll that into a ball. When you are done, sit quietly and wait for the next part of the directions.	20. Students will work on their ice cream cones.	10-12 minutes
21. Now we are going to attach our two pieces by doing score, slip, squish, seal. First we are going score or scratch our clay on both surfaces we want to attach. Then we are going to add some water, or slip, this makes the clay slippery. Then next part is squish, so we are going to squish our pieces together so that they are really stuck. The last part is seal, where we take the clay from one piece and push it to the other.	21. Students will listen to instructions.	5 minutes
22. After our clay pieces are stuck together we can then flip it over and add details to our ice cream like sprinkles, swirls, and a cherry or candy on top. Remember to score, slip, squish, and seal any piece of clay you add to your ice cream cone.	22. Students will work on their ice cream cones.	Rest of class
23. Tell students that when they are done they can take their clay piece to an adult to put their name on the back.	23. Students will take their finished pieces to an adult to get their name put on their piece.	Rest of class
24. When students are done they can take off their paint shirts, wash their hands, and then free time color.	24. When students are done they can take off their paint shirts, wash their hands, and then free time color.	Rest of class

Day 2:

Teacher Will:	Student Will:	Time:
1. Students will be asked to come into the classroom, put on a paint shirt and quietly sit on the rug and show the teacher how to listen.	1. Come into class and put on a paint shirt and then sit quietly on the rug.	2 minutes
2. Students will then listen to the clean up instructions first. When students are done painting they will raise their hand to have a teacher check their piece for any white spots they may have left. Then when they are good to go they can take off their paint shirts, wash hands and free time color one of the still life worksheets.	2. Students will listen to clean up instructions.	2 minutes
3. Now we are going to look at how we are going to paint our pieces. At each table there will be six colors to choose from. There will also be six brushes at each table meaning that there is only one brush per color so that we can keep the colors clean.	3. Students will listen to instructions.	2 minutes
4. We are going to choose one color to do our ice cream cone, I am going to do a light yellow for my cone. Once I am done with that I am going to pick a color for my ice cream scoop, I will do some pink. The cool thing about this paint is that it can dry really fast. Once my paint dries I can paint right on the top of it. So now I can go in and add some details like sprinkles and color. I want to make sure to paint the edges, but not the bottom so that we can still read the name.	4. Students will listen to instructions.	5-7 minutes
5. The students will return to their seats and remain quiet so that they can hear their names to pick up their pieces.	5. Students will return to their seats and remain quiet so that they can hear their names to pick up their pieces.	4-5 minutes
6. Tables that are quiet will get their paint and brushes	6. Students will seat quietly so they can get their clay pieces	Rest of class
7. Students may start working once they get their paint, when they are done they need to raise their hand. They may start doing free time worksheets.	7. Students will work on their clay pieces and make sure that there are no white spaces, and then free time color.	Rest of class

Student reflective/inquiry activity:

(Sample questions and activities [i.e. games, gallery walk, artist statement, interview] intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Student will think about the following questions:

What kind of ice cream did you chose to make?

How does your project make you feel?

What is your favorite thing about your project and why?

Post-Assessment (teacher-centered/objectives as questions):

(Have students achieved the objectives and grade level expectations specified in your lesson plan?)

Post-Assessment Instrument:

(How well have students achieved the objectives and grade level expectations specified in your lesson plan? Rubric, checklist, rating scale, etc.)

Can the student create a three-dimensional ice cream cone out of clay using the techniques of scoring, slipping, sealing, cutting, and smoothing?

Can the student add at least two unique details to their ice cream cone, either using texture or shape?

Can the student choose specific colors to paint their ice cream cone making it realistic or abstract, and then be able to justify what specific choices he/she made?

Can the student participate in a discussion on how artists use clay and respond to yes or no questions?

	Advanced 4	Proficient 3	Partially Prof. 2	Developing 1-0
Building	Student created an ice cream cone effectively using the techniques of scoring, slipping, sealing, cutting, and smoothing	Student created an ice cream cone somewhat effectively using the techniques of scoring, slipping, sealing, cutting, and smoothing	Student created an ice cream cone somewhat using techniques of scoring, slipping, sealing, cutting, and smoothing	Student did not use any of the techniques to create an ice cream cone
Details	Student added 2 or more unique details using both texture and shape	Student added 2 somewhat unique details using texture and/or shape	Student added one unique detail using texture or shape	Student did not add any unique details to the ice cream cone
Color	Student used 3-4 colors on their ice cream cone and can effectively justify why they chose those specific colors	Student used 2-3 colors on their ice cream cone and can somewhat justify why they chose those specific colors	Student used 2 colors on their ice cream cone and can somewhat justify why they chose those specific colors	Student used 2 or fewer colors on their ice cream cone and cannot justify why they chose those specific colors
Participation	Student actively participated in discussion and raised hand to answer yes or no questions	Student somewhat participated in discussion and usually raised hand to answer yes or no questions	Student struggled to participate in discussion and sometimes raised hand to answer yes or no questions	Student did not participate in discussion and did not raise hand to answer yes or no questions
Effort	Comes to class	Comes to class	Comes to class	Does not come

		fully prepared, works all class, positive attitude	mostly prepared, works almost all class, positive attitude	somewhat prepared, works part of class, doesn't always have a positive attitude	to class prepared, chooses to not work during class, doesn't have a positive attitude
	Total:				/20

Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)