

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

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/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

Part I: Cardboard/Emotions/Vocab

Emotions Log

Monday	Tuesday	Wednesday	Thursday	Friday

Color in the day according to how you felt that day

- Nervous
- Stressed

- Annoyed
- Frustrations
- Uninterested
- Gressed Out
- Silly
- Energetic

- Sadness
- Depressed
- Other : _____

Part II:

Questioning:

- Hoa many of you have used clay before?
- How do we attach clay ?
- Is there a saying you learned in elementary school?

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

Part I: (5 weeks)

It is hard to control our emotions and keep them from affecting our day. Its especially hard to not let them show through our facial expressions. My family always knows when I am bothered by something because my face just goes expressionless with a slight touch of disgust. During this project we are going to celebrate these emotions instead of hiding them. We are going to take pictures of everyone showing a chosen expression. using our log of emotions we are going to pick an emotion to highlight. We want these emotions to be a little exaggerated so that they are clear through color or shape. We will also learn about layers and create our faces and expressions through layers of clay.

Part II: (2 Weeks)**Day 1: 2/16-17**

In cardboard some of you experimented with realism, abstraction through distortion and exaggerated features, a lot of you struggled with getting details on cardboard. If you came to conferences you already know what the next part of the project will be. The cardboard portraits were meant to experiment with materials, and try out different ways to represent ourselves and our faces. Now we will be simplifying our features and faces to small 5 x 5 portraits on clay. We will have limited time and materials to finish this piece. Many of you have worked with clay and know that you have to work fast and keep your clay from drying.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Features

Expression

Shape

Deconstruction

Material

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.**

Artists experiment with materials by deconstructing and putting them back together to create art. Standard : 2 Envision PGCs:Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

Artists express their emotions by altering the shape of their facial features. Standard: 1 Comprehend PGCs: Recognize, articulate, and debate that the visual arts are a means for expression, Standard : 3 Create PGCs: Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies

Artists create self portraits in various materials to analyze and research process. Standard : 3 Create Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.
Should be written as: Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

Using a photo of themselves, SWBAT to *breakdown* features and layers of their face to create a plan . Standard : Create GLE 1, Art Learning: Conceptual/Ideation,/Personal Grounding, Expressive Features Technology:Phone Cameras

Using cardboard, SWBAT *deconstruct* the material to build up layers of the face to create a self portrait that expresses emotions. Standard : Create GLE 2, Reflect GLE 1, Art Learning: Expressive Features/ Characteristics, Materials/Techniques, Personal Grounding

Given various artwork examples and vocabulary, SWBAT to *identify* various techniques to create realistic/abstract self portraits. Standard: Comprehend GLE 3, Art Learning: Historical Content, Expressive Features/Characteristics Literacy:

Given artwork and an article, SWBAT to *identify and analyze* emotions and techniques from artwork and reading us to respond to an artist's process and creation. Standard: Comprehend GLE 2, GLE 3, Transfer GLE 2, Reflect GLE1 Art Learning: Expressive Features/Characteristics, Historical/Multicultural Content, Reflect Literacy: Reading, Writing, analyzing, art history

Using clay, SWBAT *create* a self portraits with minimal materials and time. Standard: Comprehend GLE 1 , Create GLE 2 Art Learning: Materials/Techniques, Personal grounding, Expressive Features/Characteristics Numeracy: Proportions of features, arranging pieces to fit on a 5x 5 piece of clay

Given own artwork and plans, SWBAT *analyze and list* various parts of their process to help them talk about their artwork. Standard: Comprehend GLE 3, Transfer GLE 2 Art Learning: Personal Grounding, Reflect Literacy : Writing, analyzing process

Differentiation:

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.**

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	clay cutouts	Instead of designing their own face and cutting out the pieces students will choose from a variety of pre-cut out features to assemble a face.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	slab rolling texture underglaze color schemes	to experiment with texture, student will roll out slab with a texture (lace, cardboard, foam) instead of watercolor student will plan out the right time to apply underglazes and experiment with a color scheme

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Vocabulary: Exaggerated, Distortion, Abstract, Realism, Expressionism, Emotion, Relief, Movement, Color, Communicate, Texture

Methods: List making, Comparison Map, Reading, Analyzing information, Short Response

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.**

phone camera

Cardboard
Glue
Tagboard
Pencils/Markers
clay, clay tools

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.**

Portrait Powerpoint

-Facial Mapping, Shepard Fairey *Hope* Poster

-Cardboard Examples

-Vocab Examples

Artwork Analysis

Scholastic Magazine

Schandra Singh *Neha* 2008 painting

Preparation:

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

Example

Slides

Material Setup

Clay Kits

Safety:

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

Cutting cardboard tips

clay tool expectations

Action to motivate/Inquiry Questions:

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: telling a story, posing a series of questions, role-playing, etc.

2/16-17 Clay Demo:

Whos worked with clay?

What are some things you can teach us about clay?

Give students a piece of clay to play with during demo

Have students come up with wha the demo face will look like

Ask students to tell me characteristics about the clay:

-How does it feel?

-What can you do with it?

-Is it easy to use?

-how does it compare to cardboard?

Have students show me what used clay looks like.

Can you smooth it out? Can you attach it? Can you form it easily?

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.

-Emotions Handout Weekly Log

-Tracing Facial Features, Highlights and Shadows

-Clay Face Planning Sheet

Instruction:

Give a detailed account (**in bulleted form**) of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Part I:
Cardboard

Instruction - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology.**
KNOW (Content) and DO (Skill)

-Planning Artwork



-Cardboard Portrait

Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be **specific** about what will be the **intended result** of the instruction as it relates to learning.) **UNDERSTAND**

Time



What emotion(s) do **you** feel when you look at this artwork?

- Nervous
- Stressed
- Annoyed
- Frustrations
- Uninterested
- Crossed Out
- Silly
- Energetic
- Sadness
- Depressed
- Other: _____

What emotion(s) is the **artist** feeling?

- Nervous
- Stressed
- Annoyed
- Frustrations
- Uninterested
- Crossed Out
- Silly
- Energetic
- Sadness
- Depressed
- Other: _____

Use your **vocab** sheet for this part.
Using full sentences and **two vocab words** how would you **describe** this artwork?

In the box **draw** your favorite part of the artwork:



-Artwork Analysis Assessment



Schandra Singh *Neha*

Part II:
Clay

Who can tell the people that weren't here what we are working on today?

So just to make sure we are all caught up:

Last week we watched a demo on the next part of the project, and we went over some basic rules and things to consider. We also worked on an assessment where we had to describe a work of art using our vocabulary.

Assessment Review:

When I was grading I noticed that some people did not write in full sentences, or describe the art. So I am going to hand back the assessments. Some of you may see some questions I asked. We are going to take the first 10 min of class to finish working on these. This will also give the people that weren't here to work on their assessment. So I am going to put the painting by Schandra Singh back on

Connect last class instruction to today

Understand expected behavior and assessment

the board and handback the work. Remember you can use your vocab sheet. If you get done or you have a grade that you are happy with, take this time to plan out your artwork. Every table has planning sheets. Go ahead and start when I hand you your sheet.

Quiet Time

Ok, please bring up your assessment if you are turning it back in for a grade or if you are turning it in for the first time. Now I need to get everyone to do this quickly because I know you want to get started.

Who's ready to get messy today?

Worktime Instruction:

So at your table you will see two trays, one tray has some cardboard pieces and your planning sheets. This tray is where you will keep your pieces. The other tray will stay at your table. This has some slip, 2 copies of the various face shapes, and some tools. At the end of class all of these tools have to be there for the next class. I will hand you two 5 x 5 pieces of clay. You will use the face shape stencils to cut out your base and you will use the other square to cut out your facial features. Remember you can exaggerate your features



Like this example. This is using the round stencil and smoothing out the pieces to the base. The eyes are very exaggerated.

You can also distort the face

Know what materials they need to be using
Brainstorm ideas for clay piece

Looking over their responses and my feedback and take time to better their answers

Understand expectations for behavior and material use

Analyze examples and connect to their ideas and known vocabulary



this examples has different textures, and the features are in different places.
If you want to plan go ahead and use your sheet, if you just want to get started raise your hand and I will come around and give you your pieces.

Very important:

Can we use all of the clay we want?

Can we just leave our clay out in the open air?

Can we attach pieces after playing with it for too long?

Do we have to work kind of fast?

We only have two classes to work on this. I know that you can all do it so let's get started!

What do we do with tray one?

What about tray two?

Handout pieces of clay to each person when they are ready.

Supervise students cutting templates and pieces

Answer questions for students who weren't here.

Worktime Check In:

Who is already attaching pieces?

Remember the process to attach?

SCRATCH! ATTACH! we have to make sure to use this so our eye doesn't fall off when we fire the pieces.

Clean up time:

Stop and give me three!

Analyze example and get ideas for their artwork

Express their understanding of expectations

Develop material skills

Use plans to create finished work

Express their understanding of clay techniques

Develop listening skills

Have students achieved the objectives and grade level expectations specified in your lesson plan?	How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.
<p>-Do they have a plan with outline of features and layers?</p> <p>-Do they have a finished cardboard portrait that shows material exploration?</p> <p>-Do they have an assessment that shows their understanding of vocab and how to analyze a work of art?</p> <p>-Do they have a comparison handout done to create guidelines on how to talk about their art?</p>	<p>Rubric:</p> <p>Criterion A III: demonstrates limited/adequate/substantial/excellent awareness of the links between the knowledge acquired and artwork created.</p> <p>Criterion B II: demonstrates limited/adequate/substantial/excellent application of skills and techniques to create, perform and/or present art.</p> <p>Criterion C II: i. identifies a limited/adequate/substantial/excellent artistic intention</p> <p>Criterion D I: identifies limited/adequate/substantial/excellent connections between art forms, art and context, or art and prior learning</p> <p>III: presents a limited/adequate/substantial/excellent evaluation of certain elements of artwork.</p>

<p>Self-Reflection: <i>After the lesson is concluded</i> 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.)</p>

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

https://docs.google.com/document/d/1ymszXFRPqd_RgzxZS0hFszybYA489cabRkEPg5ta_us/edit Initial Packet

Material Comparison- Cardboard and Clay
 Fill in the chart below and respond to the questions below the chart. *Add pictures of your pieces at the bottom.*



Cardboard



Clay

Cardboard	Clay

List what makes them different (**differences**)

List what they have in common (**similarities**)

1. Which material is easier for you to use? **CARDBOARD** or **CLAY** because...
2. I like to work with...

- Word List**
- | | | |
|-------------|----------|----------------|
| Cardboard | Clay | Design |
| Exaggerated | Abstract | Distorted |
| Cutting | Shapes | Color |
| Easy | Hard | Time Consuming |

3. On a separate sheet draw your favorite project

Criterion C : Thinking Creatively The student...

0	1-2	3-4	5-6	7-8
<p>The student does not reach a standard described by any of the descriptors.</p>	<p>i. identifies a limited artistic intention iii. demonstrates limited exploration of ideas</p>	<p>i. identifies an adequate artistic intention iii. demonstrates adequate exploration of ideas</p>	<p>i. identifies a substantial artistic intention iii. demonstrates substantial exploration of ideas</p>	<p>i. identifies an excellent artistic intention iii. demonstrates excellent exploration of ideas</p>
	<p>i. Shows limited knowledge of process between plans and final piece. iii. shows limited exploration of materials to create texture, shape, and layers</p>	<p>i. Shows adequate knowledge of process between plans and final piece. iii. shows adequate exploration of materials to create texture, shape, and layers</p>	<p>i. Shows substantial knowledge of process between plans and final piece. iii. shows substantial exploration of materials to create texture, shape, and layers</p>	<p>i. Shows excellent knowledge of process between plans and final piece. iii. shows excellent exploration of materials to create texture, shape, and layers</p>

Final Reflection/ Peer Feedback

I struggled with :

I did well with :



Name: _____ Pr: _____

Critique Form:

What can I work on?:

What did I do well?:

Clay Rubric

Criterion B : Developing Skills The student...				
0	1-2	3-4	5-6	7-8
The student does not reach a standard described by any of the descriptors.	ii. demonstrates limited application of skills and techniques to create, perform and/or present art.	ii. demonstrates adequate application of skills and techniques to create, perform and/or present art.	ii. demonstrates substantial application of skills and techniques to create, perform and/or present art.	iii. demonstrates excellent application of skills and techniques to create, perform and/or present art.
	i. Artwork shows limited transferring of skills from cardboard to clay.	Artwork shows an adequate transferring of skills from cardboard to clay.	i. Artwork shows substantial transferring of skills from cardboard to clay.	i. Artwork shows an excellent transferring of skills from cardboard to clay.

Criterion D : Responding The student...				
0	1-2	3-4	5-6	7-8
The student does not reach a standard described by any of the descriptors.	i. identifies limited connections between art forms, art and context, or art and prior learning	i. identifies adequate connections between art forms, art and context, or art and prior learning	i. identifies substantial connections between art forms, art and context, or art and prior learning	i. identifies excellent connections between art forms, art and context, or art and prior learning
	Shows limited knowledge of process and reflecting on their artwork.	Shows adequate knowledge of process and reflecting on their artwork.	Shows substantial knowledge of process and reflecting on their artwork.	Shows excellent knowledge of process and reflecting on their artwork.

