

CEP Lesson Plan Form

Teacher: Montserrat Granados/ Laura Cronen

Date: 09/20/16

School: Rocky Mountain High School Grade Level: High School

Content Area: Art/Pottery

Title: Thoughts on Cups

Lesson #: __ of __

Lesson Idea/Topic and Rationale/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? Why are you teaching this lesson now (what came before/what will come after)? What teaching methods/strategies will you use and why?

Students will be interacting with cups made by CSU pottery students. By interacting and using functional pottery students will be able to envision how function and design correlate to each other. By critiquing work from more experienced artists they can think about intention when planning as well as how functional pottery can communicate ideas, culture, and story.

Content Standard(s) addressed by this lesson: (Write Content Standards directly from the standard)

1. Observe and Learn to Comprehend

Use the visual arts to express, communicate, and make meaning. To perceive art involves studying art; scrutinizing and examining art; recognizing, noticing, and seeing art; distinguishing art forms and subtleties; identifying and detecting art; becoming skilled in and gaining knowledge of art; grasping and realizing art; figuring out art; and sensing and feeling art.

2. Envision and Critique to Reflect

Articulate and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information. To value art involves visualizing, articulating, and conveying art; thinking about, pondering, and contemplating art; wondering about, assessing, and questioning art concepts and contexts; expressing art; defining the

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relevance, significance of, and importance of art; and experiencing, interpreting, and justifying the aesthetics of art.

Understandings: *(Big Ideas)*

Artists can analyze artwork to see how function and form work together in functional pottery.

Artists can identify cup attributes that communicate ideas, culture, and story.

Inquiry Questions: *(Essential questions relating knowledge at end of the unit of instruction, select applicable questions from standard)*

What purpose does this cup, tea bowl, mug serve?

What does the handle tell you about its use?

How does function dictate form and design?

Can design obstruct function? Is that good?

How much does design matter when making a cup?

You have all begun your cup molds but how can these observations help analyze your own work?

When you were designing your cups how much did function influence your design?

Does anyone have a cup that you think has a story or idea behind it, or maybe reminded you of something ?

Why do you think the artists would choose this for their cup?

What design features made you think of that?

Evidence Outcomes: *(Learning Targets) AND (Success Criteria)*

Students will be able to investigate form and function through the use and sketching of cups.

Students will create ideas about what they think their chosen is cup is trying to tell by using pottery and art element terminology.

This means:

"I can identify form and function in cups."

"I can identify themes and design in other's artwork."

List of Assessments: *(Note whether the assessment is formative or summative)*

Group and class discussion. (Formative)

Instagram Post with final thoughts. (Summative)

Planned Lesson Activities

Name and Purpose of Lesson <i>Should be a creative title for you and the students to associate with the activity. Think of the purpose as the mini-rationale for what you are trying to accomplish through this lesson.</i>	Thoughts on Cups Students will interact, critique, and record functional cups to help analyze their own artwork.
Approx. Time and Materials <i>How long do you expect the activity to last and what materials will you need?</i>	30-45min
Anticipatory Set <i>The "hook" to grab students' attention. These are actions and statements by the teacher to relate the experiences of the students to the objectives of the</i>	"How many of you have had deep philosophical thoughts about cups? The kind that keep you up at night? Probably not most of you but for potters and artists that create functional work these types of thoughts are common and necessary for their artwork.

<p><i>lesson, To put students into a receptive frame of mind.</i></p> <ul style="list-style-type: none"> • <i>To focus student attention on the lesson.</i> • <i>To create an organizing framework for the ideas, principles, or information that is to follow (advanced organizers)</i> <p><i>An anticipatory set is used any time a different activity or new concept is to be introduced.</i></p>	<p>We will watch a short two minute video about an artist showing us his thoughts on cups and then we can share ours. (Show Video). (After Video)I watched this video in my first pottery class and it really made me think about everything we used that is designed by someone.</p>	
<p>How do you intend to engage your students in thinking during the Anticipatory Set?</p> <p>Why are you using it at this point in your lesson?</p>	<p>The strategy I intend to use is <u>Introduce Pete Pinnell Video</u></p> <p>I am using this strategy here because: it will give them an example about what critical thinking behind functional artwork looks like.</p>	
<p style="text-align: center;">Procedures</p> <p><i>(Include a play-by-play account of what students and teacher will do from the minute they arrive to the minute they leave your classroom. Indicate the length of each segment of the lesson. List actual minutes.)</i></p> <p>Indicate whether each is:</p> <ul style="list-style-type: none"> -teacher input -modeling -questioning strategies -guided/unguided: <ul style="list-style-type: none"> -whole-class practice -group practice -individual practice -check for understanding -other 	<p>Teacher Actions</p> <p>Anticipatory Set:</p> <ul style="list-style-type: none"> • Teacher will say “How many of you...” • Teacher will have various cups set out on tables with drinks. <p>Presentation:</p> <ul style="list-style-type: none"> • Teacher will show 2 min clip of (Slide 2) Pete Pinnell’s thoughts on cups https://youtu.be/WChFMMzLHV8 • Stop at 5:54 • Slide 3: Ask students can you really know how this cup feels? • In order to truly know we have to interact with it. So go grab a cup and a drink. 	<p>Student Actions</p> <ul style="list-style-type: none"> • Students will choose a cup and pour themselves something to drink • Students will discuss questions in small groups.

	<ul style="list-style-type: none"> • After the clip teacher show questions on screen for small group discussion. (Slide 4) <p>What purpose does this cup, tea bowl, mug serve?</p> <p>What does the handle tell you about its use?</p> <p>What is the design about?</p> <p>Is Pete Pinnell crazy or a genius?</p> <ul style="list-style-type: none"> • (Differentiation) students who may not want to share during the large group can share during the small group discussion. • Have students begin seating themselves in a circle. They can stay at their tables just make sure no one's back is to the center. • <p>"I hope some of you began to ask yourself more questions during group discussions."</p> <p>"Who wants to share what they think about their cup?"</p> <ul style="list-style-type: none"> ○ Is it ugly? Is it pretty? ○ Does it work well? ○ Does it have a story? ○ Drink from your cup? How does it work with the drink you have? I <ul style="list-style-type: none"> • Use these answers to guide the conversation. 15-20 min. 	<ul style="list-style-type: none"> • Students will use their group discussions as a starting point to analyze their cup. • Students will use cup with various drinks to see how it functions? • Students will discuss their ideas about the purpose or story behind the cup? • Students will take photos of their cups and share a few sentences
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	<ul style="list-style-type: none"> ● Ok how many of you have an instagram? 5-8 min. (Slide 5) <ul style="list-style-type: none"> ○ Since some of you may of not had time to share or wanted to speak in a large group. This is your chance to share your thoughts. Take a picture of your cup and write your critique. What you liked about it, What you did not. Where it could improve. What it made you think of? Did it inspire you? ○ After that just make sure to hashtag it #LobosThoughtsOnCups ○ I will be reading this and so will the artists that made them. I know they are excited to see what you think about their artwork. ○ “Believe me as an artist you always want to know what people think, whether it's good or bad critiques are helpful in growing as an artist.” ● (Differentiation) if students do not have an instagram they can take photos on their phones and write me an email with their thoughts and the attached photo. 	<p>about their findings. Students will use a hashtag to share their thoughts with artists.</p>
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	<ul style="list-style-type: none"> • Students will clean cup and place it on table. • While people are finishing up. <ul style="list-style-type: none"> ○ Did anyone have one last thought about this activity or your cup that you really wanted to share? 	
<p>How do you intend to engage your students in thinking during the PROCEDURE?</p> <p>Why are you using it at this point in your lesson?</p>	<p>The strategy I intend to use is <u>by allowing students to engage with functional art and make decisions about what they would do with their own artwork. By using drinks and conversations students can share their ideas in a different setting.</u></p> <p>I am using this strategy here because: as artists it is important to interact with art especially when dealing with function. Students need the physical piece to think about it critically.</p>	
<p>Closure</p> <p><i>Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. "Any Questions? No. OK, let's move on" is not closure. Closure is used:</i></p> <ul style="list-style-type: none"> • <i>To cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson.</i> • <i>To help organize student learning</i> <p><i>To help form a coherent picture and to consolidate.</i></p>	<p>By having students use instagram as a way to share their ideas on a platform they are comfortable with they can see how their ideas can impact a larger community of artists. It offers a conclusion to the conversation and a way for all students to share their ideas.</p>	
<p>How do you intend to engage your students in thinking during CLOSURE?</p>	<p>Having them share their ideas through instagram.</p>	

Why are you using it at this point in your lesson?	
<p>Differentiation: <i>Differentiation should be embedded throughout your whole lesson!!</i> <i>This is to make sure you have met the needs of your students on IEPs or 504</i> <i>To modify: If the activity is too advanced for a child, how will you modify it so that they can be successful?</i> <i>To extend: If the activity is too easy for a child, how will you extend it to develop their emerging skills?</i></p>	<p>Students that do not want to share in the large group can share their thoughts during the small group discussion.</p> <p>Students that do not have instagram can email photos and captions to me.</p>
<p>Assessment Reflection: (data analysis) <i>How will you know if students met the learning targets? Write a description of what you were looking for in each assessment.</i></p>	<p>By their use of art elements and pottery terms when describing or critiquing their cups. By making sure all students either email me or post a photo on instagram with their last thoughts on their cup.</p>

Post Lesson Reflection

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.)*