

LESSON PLAN FORM

UNIT PLAN TITLE: Animals and People, Where they Live

ESSENTIAL QUESTIONS: How do animals and humans adapt to their environment? How do we connect as humans to animals through our environment? How do we create habitats for ourselves as humans and animals?

ESSENTIAL CONCEPTS: Drawing connections between animals and humans and their environments.

LESSON TITLE: Palissy Plate

Part I X

Part II

Date the lesson will be taught: October 28, 2017

Age Group of Children: 2nd & 3rd Grade

Lead Teacher: Maria Pairitz

PART I: Brief overview of the mornings activities

Very briefly and clearly describe the lesson on this day including the images that will be discussed, the concepts that will be taught, the techniques that will be used and the open-ended art project that will be posed. Note that each project should be completed over two consecutive weeks, and lesson plans are required for each week. All lessons must relate to the theme and fit logically into your unit focus.

When students come in, they will be invited to sit and begin free drawing until it is time to start class. I would like to experiment starting class with a warmup from GoNoodle. The one I have in mind is <https://app.gonoodle.com/channels/brainercise-with-mr-catman/fast-slow-maybe-so?s=Channel&t=Brainercise%20With%20Mr.%20Catman>. This would help students begin to get focused for the day's activities in a fun way instead of just telling them to sit down and listen. After the warmup activity, I would have them come to the front and sit down to begin introducing the project. I would show an image of a Palissy Plate and ask Would you eat off of this plate? Why or why not? If it's not for eating, what do you think it was made for? How do you think it was made? What is it made from? Then I would give a brief background on Palissy and his work, talk about the element of art I would like them to focus on, texture, in his work and look at other examples of texture. Ask if any of them have ever used clay before? What does it feel like? What can it do? Etc. After that, I would introduce to students the project, "How can clay be used to document and research animals in their environments? Today I want you to show me how you would use clay to research an animal in their environment."

Then I would have them stay at the front for a group demo.

After introducing the assignment, I would have them go back to their tables and begin sketching their plates using images on their tables. Each table would representing three different environments. A

forest, pond, and ocean. At each station would be pictures of animals and pictures of the environments and then a little tub full of collected “specimens” from each environment. Each station would have one teacher to manage and help them work on their projects.

Then I would pull them back to the front for a group demonstration. During the demonstration I would have their sketches up front so that I can pick certain things from their sketches to demonstrate. Ask them what their rules were when working with clay in art class at school.

Then they go back to their seats and would begin practicing on a test slab the different techniques we went over.

After they finish playing with the clay they would be given their real slab and begin working on their final product. While they are working on their final project, have nature sounds playing in the background.

15 minutes before class ends I would ask them to go wash their hands. Then we would have a walk around to look at each other’s artwork and then huddle at the front of the room to reflect on the activity.

PART II: Standards, Objectives (Use the), key concepts and vocabulary

Identify at least one age-appropriate *specific* standard in each category:

Category	Anchor Standard	Performance Standard	Specific Objective for your lesson that relates to the Performance Standard; Must be written as observable/tangible/demonstrated ability
Overarching National Standard			
Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?	VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	Students will use clay and modeling tools to create a low-relief plate that explores plants and animals of an environment of their choice.
Presenting	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating	VA:Pr4:1.3a Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	Students will discuss how their plates should/ can be displayed for the art show.

	objects artifacts, and artworks for preservation and presentation. Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?		
Responding	Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?	VA:RE.7.1.2a Perceive and describe aesthetic characteristics of one's natural world and constructed environments. VA:RE. 7.1.3a Speculate about processes an artist uses to create a work of art.	Students will use clay and modeling tools to create a low-relief plate that explores plants and animals of an environment of their choice. Students will discuss possible processes and materials Bernard Palissy used to make his plates.

Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?	VA:Cn10.1.3a Develop a work of art based on observations of surroundings.	Students will use clay and modeling tools to create a low-relief plate that explores plants and animals of an environment of their choice.
	Key Concepts and Vocabulary	How will they be introduced or taught?	
Key Concepts to be Taught	Creating Texture in Clay Relief	Introduced during group demonstration	
Key Vocabulary to be Emphasized	Texture Relief Balance	Introduced during presentation when looking at images	

Part III: Sketchbook Activity & Transition (Describe)

Students will have free drawing time prior to the start of class. I will not give any specific requirements for their drawings as I feel they would benefit from drawing whatever they want so they will get it out of their system when I ask them to do more specific tasks during class. To transition at the start of class I will ask them to take 30 more seconds to finish their drawing and then shut their sketchbooks and come to the front of the class to follow along a GoNoodle exercise to get their brains working and their bodies moving so they won't be so antsy during the rest of class.

PART IV: Opening: Looking at and Talking about an Artist's Image

Describe this part of your lesson, note images to be used and specific questions to be discussed.

Remember that the discussion of the image should help you address your theme as well as concepts and vocabulary.

I will use several images of Bernard Palissy's work and his followers. I would ask, "Would you eat off of this plate? Why or why not? If it's not for eating, what do you think it was made for? How do you think it was made? What is it made from? Does this plate show a lot of texture? What is texture?"

To discuss the idea of sculpture vs. relief I would have two examples I made before class, one, a sculpture of a turtle, the second, a relief of a turtle. We would discuss the differences and similarities.

Part V: Exploring Materials, Tools, and Techniques

Discuss how you will demonstrate and introduce materials, techniques and tools

Describe how children will explore materials, techniques and tools

First I would have a full group demonstration where I show them the different tools and ways they can sculpt and create texture. I would have a small activity for them to get a taste for the clay before they begin their projects. There would be a small slab of clay and a few stamps or objects that they can use to practice creating texture in the clay and creating low relief creatures. After they have had some play time with the clay we will move onto our project.

PART VI: POSING THE OPEN-ENDED PROBLEM AND PROVIDING THE CRITERIA

Describe exactly how you will state the "open-ended problem" or task to the children

After my presentation I will state, "

List Criteria by which you will judge their work to be successful. These must be related to all of your standards and your objectives. They should be posted for children to see before they begin to work.

Use at least three different tools to create texture.

Fill the entire slab with at least five different plants and animals.

PART VII: GENERATING IDEAS, MAKING PRELIMINARY PLANS

Describe how you will help the children generate ideas for their artwork and plan it ahead of time.

After the presentation and demo, I would have students go back to their seats and look at the images on the table. I would tell them to sketch what they want their plate to look like using these images. Maybe a little read a blurb describing that environment, a poem, or whatever. Have each facilitator read it to them before they begin sketching their plate. I would have them generate ideas through the pre-activities I have them do with clay so they can begin thinking through if their textures should overlap.

PART VIII: CREATING THE FINAL PRODUCT

Students will be in three groups so that each table has a teacher to guide and assist them. When it is time to move from the pre-activity to the final product, I will place the slab of clay in front of them to begin working after I have stated any additional information or instruction that they should know. Then they will have the rest of class to work on their final product.

PART IX: SHARING AND REFLECTING

I will have students clean up 15 minutes prior to class ending, then 10 minutes before class ending I would ask them a few reflection questions:

What did you most enjoy about working with clay?

What was hard about working with clay?

What did you learn about your animal and its environment?

How did you create texture?

Turn in: Supply list on **Tuesday**

Attach:

Attach a copy of the supply list

Thoughts about supply organization and distribution

Questions for looking at and talking about images

Additional Resources needed

Sketch of Room organization

Time and Activity Overview Chart of the day's events

Time and Activity Overview Chart

For Date: 10/28/17

Time	Activity Description	Supplies needed	Location in room	Instructor Responsible	Notes/Transitions
9:45 – 10:00	Free Sketchbook Drawing Time	Pencils, erasers, sharpeners, sketchbooks	At tables	Maria, Kendra, Yichi	
10:00 – 10:05	GoNoodle	Computer, projector, speakers	Front of class by projector	Maria	Ask students to take 30 sec to finish their sketchbook drawings and come to the front of the room to participate in a warmup activity.
10:05 – 10:15	Opening/Intro to Project	Computer, projector, speakers,	Front of class on floor	Maria Yichi and Kendra will begin to set out supplies for mini exercises	

10:15 – 10:25	Sketches	Pencil, sketchbook	At their chosen environment	Maria, Yichi and Kendra will begin to set out supplies for mini exercises	
10:25 – 10:35	Group Demo	1 pound of clay, found objects, modeling tools, slip (will have premade slabs for demo)	At front of class	Maria	
10:35 – 10:45	Mini-exercises	1 pound of clay per student made into slab plate, found objects, modeling tools	At three table groups	Maria, Yichi, and Kendra will each facilitate one table	
10:45 – 11:25	Project Work Time	2 pounds of clay per person rolled into slabs and cut into a circle, found objects	At three table groups	Maria, Yichi, and Kendra will each facilitate one table	
11:25 -11:30	Reflection	N/A	Full class	Maria	

Thoughts about supply organization and distribution:

While students are sketching their designs for their plates, set up demo table.

During demonstration, have Yichi and Kendra begin setting out play slabs of clay for students to use.

After they are done experimenting with clay, have them keep their test slabs to the side so they can still use it to practice and then give them their big slabs.

Each table will be themed as a certain environment. Will need plenty of images of the flora and fauna of that environment. Maybe a little blurb describing that environment, a poem, or whatever. Have each facilitator read it to them before they begin sketching their plate.

Questions for looking at and talking about images:

Would you eat off of this plate?

Why or why not?

If it's not for eating, what do you think it was made for?

How do you think it was made? What is it made from?

Does this plate show a lot of texture? What is texture?

Does this plate feel balanced? What is balance?

LESSON PLAN FORM

UNIT PLAN TITLE: Animals and People, Where they Live

ESSENTIAL QUESTIONS: How do animals and humans adapt to their environment? How do we connect as humans to animals through our environment? How do we create habitats for ourselves as humans and animals?

ESSENTIAL CONCEPTS: Drawing connections between animals and humans and their environments.

LESSON TITLE: Palissy Plate

Part I

Part II X

Date the lesson will be taught: 11/18/17

Age Group of Children: 2nd-3rd Grade

Lead Teacher: Maria Pairitz

PART I: Brief overview of the mornings activities

Very briefly and clearly describe the lesson on this day including the images that will be discussed, the concepts that will be taught, the techniques that will be used and the open-ended art project that will be posed. Note that each project should be completed over two consecutive weeks, and lesson plans are required for each week. All lessons must relate to the theme (Inventions) and fit logically into your unit focus.

Students will come in and have free sketchbook time for the first 5 minutes of class. We will then transition to the front of the room to do a GoNoodle exercise and then begin the presentation. The presentation will focus on using non-descriptive color to convey emotion. We will also talk about how our clay pieces are now ceramic pieces and lightly touch on that transformation. We will look at oil pastel resist and talk about what that means and the effects it produces. After the presentation I will have them stay at the front to watch a demo of coloring on clay with oil pastels. They will then go back to their seats and begin coming up with ideas for the color placement on the sketches they made of the plates during the first lesson. Then they will begin coloring their ceramic slab. When they are finished coloring I will have them come back to the front of the room for a demo on coating their ceramic slab with black, navy blue, or purple paint and washing it off in the tub of water. Then they will go back to their seats and do the same. They will need assistance from the teachers to lift and lower the ceramic slab into the tub of water. Last we will do a walk about and look at each other's final pieces and reflect on which one's met the criteria the best.

PART II: Standards, Objectives (Use the), key concepts and vocabulary

Identify at least one age-appropriate *specific* standard in each category:

Category Overarching National Standard	Anchor Standard	Performance Standard	Specific Objective for your lesson that relates to the Performance Standard; Must be written as observable/tangible/demonstrated ability
Creating	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?	VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.	Students will use oil pastel resist to create a personally satisfying artwork.
Presenting	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria	VA:Pr4.1.2a Categorize artwork based on a theme or concept for an exhibit.	Students will create a ceramic slab centered on the theme “animals and humans, where they live.”

	when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?		
Responding	Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?	VA:Re8.1.2a Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.	Students will use color to create an artwork that communicates their emotional response to nature.

Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?	VA:Cn10.1.3a Develop a work of art based on observations of surroundings.	Students will finish their ceramic slab created through observation of their surroundings using oil pastel resist.
	Key Concepts and Vocabulary	How will they be introduced or taught?	
Key Concepts to be Taught	Using color to represent emotion. Using techniques that emphasize textural qualities of work of art.	Introduced during presentation and demonstrations.	
Key Vocabulary to be Emphasized	Non-descriptive color Resist Fauvism	Introduced during presentation and demonstrations.	

Part III: Sketchbook Activity & Transition (Describe)

Students will have free drawing time prior to the start of class. I will not give any specific requirements for their drawings as I feel they would benefit from drawing whatever they want so they will get it out of their system when I ask them to do more specific tasks during class. To transition at the start of class I will ask them to take 30 more seconds to finish their drawing and then shut their sketchbooks and come to the front of the class to follow along a GoNoodle exercise to get their brains working and their bodies moving so they won't be so antsy during the rest of class.

PART IV: Opening: Looking at and Talking about an Artist's Image

Describe this part of your lesson, note images to be used and specific questions to be discussed.

Remember that the discussion of the image should help you address your theme as well as concepts and vocabulary.

We will look at Franz Marc's "Yellow Cow." Questions I will ask to instigate a conversation about the artwork include: Tell me about the colors you see. Would you say these are natural colors? Why do you think the artist would use these colors? What do the colors make you feel? Do you see hot and cool colors? Where?

I would want to talk about oil pastel resist and how there clay piece is now a ceramic piece.

Part V: Exploring Materials, Tools, and Techniques

Discuss how you will demonstrate and introduce materials, techniques and tools. Describe how children will explore materials, techniques and tools

I will have a section in the presentation where I talk to them about what oil pastel resist is and what affects it achieves.

Since they have had experience working with oil pastels with Kendra's lesson, I won't go too in depth in a demonstration about oil pastels. I will show them how much they will have to coat their clay slab with oil pastels on my test slab. I'll make sure they know if they have really delicate parts standing up from the base of the clay that they need to be very gentle and may not even get to color those parts with oil pastels. I will make sure to keep an eye on the kids who do have delicate pieces. I'll make sure to emphasize that they need to use lighter colors for the oil pastel resist to really stand out (I won't allow them to have black).

After they have covered their piece with oil pastel resist, I will have them come back to the front to demonstrate coating their piece with black paint and then dunking it in a tub of water to create the oil pastel resist. I think I will have multiple colors available (black, navy blue, dark purple, etc.)

PART VI: POSING THE OPEN-ENDED PROBLEM AND PROVIDING THE CRITERIA

Describe exactly how you will state the "open-ended problem" or task to the children

Today I want you to use color in a non-descriptive way to show your emotional response to your ceramic piece through the oil pastel resist technique.

List Criteria by which you will judge their work to be successful. These must be related to all of your standards and your objectives. They should be posted for children to see before they begin to work.

PART VII: GENERATING IDEAS, MAKING PRELIMINARY PLANS

Describe how you will help the children generate ideas for their artwork and plan it ahead of time.

I will give them back the sketches they made before creating their clay pieces for them to test some color combinations out on before working directly on the ceramic slab. I will let them know that it is okay if their ceramic slab turned out differently than their sketch, but just to use it as a guide.

PART VIII: CREATING THE FINAL PRODUCT

Students will have most of the class period to work on finishing their final product. I will have them in three groups, each with paint and a tub of water at the table. I will need aids at each table because I think a lot of them will need help lifting their slab and setting it into the tub of water when it comes time to rinse off the excess paint.

PART IX: SHARING AND REFLECTING

10 minutes before the end of class, I will have them stop, get up, and walk around the room to look at each other's art. Then we will bring our projects to the front of the room and talk about which artworks exemplify each criteria the best.

Thoughts about supply organization and distribution

Don't set out tubs of water and paint until after demo of resist technique.

Have Yichi and Kendra assist in lifting ceramic slabs into the tub of water.

Do not have black oil pastels out. Don't even make it an option. Just set out multiple pastels of each color at the tables so they don't have to travel back and forth to the box of oil pastels.

Questions for looking at and talking about images

Tell me about the colors you see. Would you say these are natural colors? Why do you think the artist would use these colors? What do the colors make you feel? Do you see hot and cool colors? Where?

Additional Resources needed

None

Time and Activity Overview Chart For Date: 11/18/17

Time	Activity Description	Supplies needed	Location in room	Instructor Responsible	Notes/Transitions
9:00 – 9:05	Free sketchbook time	Pencil, erasers, sharpeners, sketchbook	At seats of their choice	Maria	“You have 1 minute to wrap up your sketch and come to the front of the room for GoNoodle!”
9:05 – 9:20	Presentation	Computer, projector	Front of room on floor	Maria -Yichi, Kendra help maintain order	
9:20 – 9:25	Oil Pastel Demo	Test slab, oil pastels	Front of room at table	Maria	
9:25 – 9:30	Test oil pastels on sketch of clay slab	Oil pastels, sketch from 1 st lesson	At tables	Maria, Kendra, Yichi walk around and help students	
9:30 – 10:00	Oil pastels on clay slabs	Oil pastels, clay slabs	At tables	Maria, Kendra, Yichi stationed at one of three tables	
10:00 – 10:05	Resist demo	Watered down acrylic paint, tub of water, dabber	At front of room	Maria	
10:05 – 10:20	Resist	Watered down acrylic paint, tub of water, dabber	At tables	Maria, Kendra, Yichi helping lift clay slabs and wash off in tubs of water	
10:20 – 10:30	Reflect	-	Walk around tables and then come to front of room	Maria	