

Unit Lesson Plan Template

**Requirements

- Thoroughly complete the template below. You must include all information in the template
- Include handouts for all **student scaffolding activities** in the lesson. (visuals, culturally relevant materials, venn diagrams, charts, cloze paragraphs, Think ink pair share, KWL charts
- Handouts for formative and summative assessment (at appropriate lesson/time) venn diagrams, charts, cloze paragraphs, Think ink pair share, KWL charts, **TESTS, RUBRICS, VOCAB ASSESSMENTS ETC.**
- Step -by step **description** of teacher strategy and **time needed** on lesson plan
- Step by Step **description** of student activity and **time needed** on lesson plan
- **PPT:** step by step **instruction** needed for lesson PPT included as attachment
- **One lesson of 3 must have step by step images with description of how to complete an art skill**
- ELL needs are explicitly addressed /described in every lesson with handouts, realia etc.
- SPED needs are explicitly addressed/described in every lesson with handouts,realia etc
- **Aesthetics are addressed in formative or summative assessment, student reflection, scaffolding etc. THIS CAN BE: VTS lesson, gallery walk, student reflection.**

Name: Chris Pekich			
Lesson Title: Deco Ceramic Friendship Cups			
Grade Level: 9-12		Length of Lesson:	3 Weeks- 15 class periods

<p>Description /Rationale:</p>	<p>In this lesson, students will learn about the Art Deco movement from the 1920's and 1930's and its influences in ceramics. Students will be given a background lecture in Art Deco and shown the work of Clarice Cliff. Students will then be given a brainstorming worksheet to start to sketch out there ideas about art deco design. Students will be given a partner to whom which when the assignment is completed will be trading one of their finished cups with. Students will build their collaboration skills and help build a classroom community.</p> <p>Students will be able to demonstrate the understanding of the wheel throwing techniques of centering and pulling to create a minimum of two cups. Students will incorporate the shapes and designs that were commonly used in this art deco movement time period. Students will use the wheel to throw a minimum of two 3-4" tall cups. Students will experiment with underglaze and glaze ideas and techniques to add to the overall Art Deco theme and design.</p>
<p>Essential Question:</p>	<p>How did Art Deco play a role in ceramic design? Why is it important to give to others and the importance of friendship?</p>

<p>State Standards:</p>	<p>Content Standard 1 – Artistic Perception 1.3 Research and analyze the work of an artist and write about the artist’s distinctive style and its contribution to the meaning of the work.</p> <p>Content Standard 2 – Creative Perception 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.</p> <p>Content Standard 3 – Historical and Cultural Context 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.</p> <p>Content Standard 4 – Aesthetic Valuing 4.5 Employ the conventions of art criticism in writing and speaking about works of art.</p> <p>Content Standard 5 – Connections, Relationships, Applications</p> <p>Prof.VA:Cn10: Document the process of developing early stage ideas to fully elaborate ideas.</p>
<p>Common Core Standard:</p>	<p>Common Core Standards - W. Writing Standards 9-10 &11-12 3. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p> <p><i>Text Types and purposes:</i></p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Objectives	<p>Students will be able to analyze and identify the aesthetic qualities of the Art Deco movement.</p> <p>Students will be able to brainstorm their thoughts and ideas in order to plan out and design their project.</p> <p>Students will be able to build classroom relationships by working with a partner.</p> <p>Students will be able to use the throwing techniques of centering and pulling in order to construct two cups around 3-4” tall.</p> <p>Students will be able to write a reflection of their work and how it relates to the art deco movement.</p>		
<p>Art History Connections:</p> <p>1. Historical Context/Movement</p> <p>2. Artist Mentor:</p>	<p>1. Art Deco movement of 1920’s and 1930’s</p> <p>2. Artist Clarice Cliff, Tamara de Lempicka, Erte, Rene Lalique, Jean, Dunand, Emile-Jacques Ruhlman, Sonia Delaunay, Georges Lepape, Jean Despres</p>		
Major Themes:	Community, Friendship and giving to others		
Elements/ Principles:	Line, Shape, Form, contrast, pattern, balance, design, color, Emphasis, Art movement, variety, Unity, Repetition, proportion,	Vocabulary:	Glaze, Coil, Stamp, leather hard, hand building, wet/ elastic clay, bone dry, coiling, relief, carve, bisqueware, greenware, high fire, low fire, stoneware, kiln, sponge, needle tool, potters knife, Rib, wire tool, Underglaze, Pulling, Centering, choke in, trimming, scoring, slipping
Materials needed:	<p>Paper, pen and pencil</p> <p>Clay, Potters knife, needle tool, loop tools, various other tools</p> <p>Glaze, Underglaze</p>		

<p>Anticipatory Set:</p>	<p>Students will walk into a dark classroom with Art Deco inspired art being displayed on the overhead projector. Once students are all in the room they will watch a short video on the Art Deco movement Students will pair up with 1 or 2 other students to discuss and write down 3 elements of design they found interesting from this period in Art. The partners they work with will also be their friendship partners for the assignment.</p>
--------------------------	---

<p>Teaching Strategies</p>	<p>Student Activities</p>
----------------------------	---------------------------

<p><u>Day 1 (50MIN CLASS)</u> Scaffolding Strategy: Powerpoint, Video and subtitles, lecture Handouts</p> <p>Activity: Teacher will have students do the anticipatory set activity which will include a video and pairing students into friendship groups. Teacher will have students collaborate with their partner to write down 3 elements of design they find interesting from the Art Deco Movement. Time: 15 minutes</p> <p>Activity: Teacher will give out rubric and explain the project idea of working with a partner and the importance of friendship. Teacher will explain to students that 1 of the 2 projects will be gifted to another student, and you will receive a cup from somebody else. Time: 10 minutes</p>	<p><u>Day 1(50MIN CLASS)</u> Scaffolding activity: Prior knowledge, youtube video, group collaboration Activity: Students will do the anticipatory set activity with 1 or 2 partners. Students will pair up and watch the video and collaborate with their partner to come up with 3 design ideas they found interesting from watching the video. Students may share their ideas with the class if they would like. Time: 15 minutes</p> <p>Activity: Students will receive rubric of project assignment and given the expectations of what the students will need to do. Students will listen about the importance of friendship and they will make arrangements for the end of the project exchange with their partner. Time: 10 minutes</p> <p>Activity: Students will receive a brainstorm worksheet, where they will individually sketch out, plan and design their cups. Time: 20 minutes</p> <p>Activity: Students will clean up and get ready for the bell Time: 5 minutes</p> <p>ELL Accommodation: Video subtitles, graphic organizers, visual aids, partner collaboration. SPED Accommodation: Graphic organizer, Large text, visual aids, extra time</p> <p><u>Day 2(50MIN CLASS)</u> Scaffolding activity:</p> <p>Activity: Students will start the class by</p>
--	--

Activity: Teacher will hand out the brainstorm worksheet. The teacher will instruct students to take 25 minutes to Brainstorm and sketch out their ideas for designing a mug

Time: 20 minutes

Activity: Teacher will instruct students to clean up

Time: 5 minutes

Day 2(50MIN CLASS)

Scaffolding Strategy: Prior knowledge will be used to have students discuss what design elements they chose from the Art Deco Movement.

Activity: Teacher will start by doing a visual thinking strategy of some Art Deco movement art and teacher will check for understanding on what characteristics make up Art Deco.

Time:10 minutes

Activity: Teacher will allow for students to continue to brainstorm and sketch out their ideas. Time:25 minutes

Activity: Teacher will have students pair up with their partner to discuss their ideas and to collaborate with one another for feedback.

Time: 10 minutes

Activity:Teacher will instruct students to clean up

Time: 5 minutes

Day 3(50MIN CLASS)

Scaffolding Strategy:Students will use prior knowledge of working with clay, Demonstration

Activity: Teacher will be set up on the wheel and instruct students to get ready to observe the demonstration

Time: 5 minutes

Activity: Teacher will do a demonstration on the wheel. Teacher will show further instruction on centering clay. Teacher will continue by showing techniques to make a base for the vessel and pull and raise the walls of the cup. Teacher will demonstrate how clay can form different shapes but will emphasize how clay is not elastic and if it is stretched out too much it will not return to its original shape.

Activity: Students will start the class by participating in a visual thinking strategy on the art from the Art Deco movement visual on the projector. Students will be asked to define what characteristics of the art make it to be part of the Art Deco.

Time:10 minutes

Activity: Students will continue to brainstorm their ideas and finish up sketching some ideas on their Art Deco Friendship mugs.

Time: 25 minutes

Activity: Students will get together with their partner to discuss the ideas they chose. Students will give feedback to each other on what design ideas work and critique ideas that do not seem to fit.

Time:10 minutes

Activity: Students will clean up and get ready for the bell

Time: 5 minutes

ELL Accommodation: Partner collaborations, non linguistic representations, Hands on experiences
SPED Accommodation: Facial expressions, gestures, extra time, visual aids

Day 3(50MIN CLASS)

Scaffolding activity:

Activity: Students will begin to get seated and prepare for the teachers demonstration. Time: 5 minutes

Activity: Students will observe the teachers demonstration on the wheel. Students will rely on prior knowledge to obtain information about wheel throwing techniques, centering, pulling and raising walls of a cup. Students will learn about clays ability to be over stretched.

Time: 20 minutes

Activity: Students will be allowed free time to start working on their project.

Activity: Students will clean up and get ready for the bell

Time 5 minutes

ELL Accommodation: Partner collaborations, non linguistic representations, Hands on experiences
SPED Accommodation: Facial expressions, gestures, extra time, visual aids

Time: 20 minutes

Activity: Teacher will allow students free time to work on their project

Time: 20

Activity: Teacher will instruct students to clean up

Time 5 minutes

Day 4 (add/delete more days as necessary). (50MIN CLASS)

Scaffolding Strategy: building on prior knowledge of scoring and slipping, demonstration.

Activity: Teacher will give a demonstration on attaching handles, using scoring and slipping techniques

Time: 15 minutes

Activity: Teacher will allow free work time for the students to work on their assignment.

Time:

30 minutes

Activity: Teacher will instruct students to clean up

Time: 5 minutes

Day 5-11

Activity: Teacher will give students the entirety of the period to work on their assignment. Project should be trimmed, handles applied if applicable and ready to be bisque fired.

Time: 45 minutes

Activity: Teacher will instruct students to clean up

Time: 5 minutes

Day: 12

Activity: Teacher will instruct students to have all work ready to be bisque fired by the end of the period. Names need to be on all of the projects and underglazes and stains need to be applied and all projects should be bone dry and ready to be fired.

Time: 40 minutes

Activity: Teacher will instruct student to put all finished work out on the carts ready to be fired.

Time: 5 minutes

Activity: Teacher will instruct students to clean up

Time: 5 minutes

Day 4 (add/delete more days as necessary). (50MIN CLASS)

Scaffolding activity:

Activity: Students will be shown a demonstration on attaching handles, using scoring and slipping techniques

Time: 15 minutes

Activity: Students will be allowed free time to work on their assignment in class.

Time: 30 minutes

Activity: Students will clean up and get ready for the bell

Time: 5 minutes

Scaffolding activity:

ELL Accommodation: Partner collaborations, non linguistic representations, Hands on experiences
SPED Accommodation: Facial expressions, gestures, extra time, visual aids

Day 5-11

Activity: Students will have the entirety of the period to work on their assignment
Students should have the project be trimmed, handles applied if applicable and ready to be bisque fired.

Time: 45 minutes

Activity: Students will clean up and get ready for the bell

Time: 5 minutes

ELL Accommodation: Partner collaborations, non linguistic representations, Hands on experiences
SPED Accommodation: Facial expressions, gestures, extra time, visual aids

Day 12

Activity: Students will have all work ready to be bisque fired by the end of the period. Names need to be on all of the projects and underglazes and stains need to be applied and all projects should be bone dry and ready to be fired.

Time: 40 minutes

Activity: students will put all finished work out on the carts ready to be fired.

Time: 5 minutes

Activity: Students will clean up and get ready for the bell

Day: 13-14

Activity: Teacher will return bisque ware to the students to be glazed. Teacher will give the students the entirety of the period to glaze their work. Work will be ready to be glaze fired at the end of the second glaze day

Time: 45 minutes

Activity: Teacher will instruct students to clean up

Time: 5 minutes

Day: 15

Activity: Teacher will bring in the glaze cart for students to claim their finished projects.

Time: 5 minutes

Activity: Teacher will hand out a critique worksheet where students will note two likes and a wish of their peers work.

Teacher will instruct students to find their partner and get into groups of six for a group critique of their work. Teacher will have students individually share their work with their group.

Time: 35 minutes

Activity: Teacher will instruct the students to get with their partners to exchange the friendship cup with their peer.

Time: 5 minutes

Activity: Teacher will instruct students to clean up

Time: 5 minutes

****AESTHETICS MUST BE ADDRESSED**

Time: 5 minutes

ELL Accommodation: Partner collaborations, non linguistic representations, Hands on experiences
 SPED Accommodation: Facial expressions, gestures, extra time, visual aids:

Day 13-14

Activity: Students will grab their finished bisque ware off of the kiln karts and start thinking about glazing. Students will have the entirety of the period to glaze their projects. Work needs to be ready to be glaze fired by the end of the second glaze day.

Time: 45 minutes

Activity: Students will clean up and get ready for the bell

Time: 5 minutes

ELL Accommodation: Partner collaborations, non linguistic representations, Hands on experiences
 SPED Accommodation: Facial expressions, gestures, extra time, visual aids

Day 15

Activity: Students will collect their finished work from the glaze kart.

Time: 5 minutes

Activity: Students will receive a critique worksheet where students will note two likes and a wish their peers work. Students will get together with their partner and group up with two more groups to form groups of six for a peer critique. Students will individually share their work with their group and receive feedback.

Time: 35 minutes

Activity: Students will get with their partners to exchange the friendship cup with their partner.

Time: 5 minutes

Activity: Students will clean up and get ready for the bell

Time: 5 minutes

ELL Accommodation: Partner collaborations, non linguistic representations
 SPED Accommodation: Facial expressions, gestures, visual aids, partner collaborations

	<p>**AESTHETICS MUST BE ADDRESSED</p>
<p>Assessment plan You must attach assessments. You must include -1 Formative Assessment -1 Summative assessment: -Aesthetics are addressed??</p>	<p>Students will be assessed throughout the project by teacher feedback. Students will be assessed by their peers during a peer critique where students will be required to provide a brief statement about their work and provide feedback on other classmates work.</p>
<p>Closure:</p>	<p>Students will present their friendship cup to their partner and respond with 2 things they like about their gifted cup.</p>
<p>Adaptations/ Special Needs: You must describe and attach accommodations for 2 of your students, ELL and SPED</p>	<p><u>ACCOMMODATIONS:</u></p> <p>ELL: -Students will be given student/ teacher/ artist examples -Handouts - Repetitive usage of words and relatable material. - Rubrics will be handed out - Key word bank with visuals</p> <p>SPED: - Same considerations from ELL - Students may use coil, slab or pinch techniques in order to make their cups</p>