

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:		Japanese Bowls	
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 History of Japanese pottery, which dates back as far as the Neolithic period and has one of the oldest ceramic traditions of the world. Students will be given a background lecture on the history of Japanese pottery, and especially their influences in tea cups and the techniques used to produce more quantity efficiently. Students will be shown the work of Toyozo Arakawa, Kei Fujiwara and Ken Matsuzaki and talk about different Japanese style techniques that were used to make pottery, including throwing off of the hump. Students will be given a Japanese style pottery vocabulary and terminology worksheet. Students will be required to watch a quick video on Japanese pottery in which they will need to write down 5 vocabulary terms and two techniques that they see in the video from their vocabulary worksheet and from what we have discussed in the presentation. Students will then incorporate 2 of the techniques they observed into their Japanese inspired tea cup/ bowl set.</p> <p>Students will be able to build on their understanding of the wheel throwing techniques of centering and pulling. Along with that students will develop and learn new techniques on the wheel such as throwing off of the hump, cutting and removing peices off the mound and compressing clay at the bottom of your vessel. Students will make a set of 4 tea cups/ tea bowls that are inspired by Japanese style pottery. Students will incorporate two Japanese pottery techniques while making their tea cups/bowls as well as experiment with glaze ideas and techniques to add to the overall Japanese inspired theme.</p>
<p>Essential Question:</p>	<p>How did the Japanese play a role in ceramic pottery?</p>

State Standards:

Acc. VA: Cr2.1

-Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Acc.VA:Cn11

-Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary, local and global contexts.

Prof. VA:Cr3

Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Prof. VA:Re 7.1

Hypothesize ways in which art influences perception and understanding of human experiences.

<p>Common Core Standard:</p>	<p>L. Language Arts Grades 9-10</p> <p>4. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>W Writing Standards</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		
<p>Objectives</p>	<p>Students will be able to analyze and identify the aesthetic qualities of Japanese style pottery. Students will be able to further their knowledge of wheel thrown ceramics, and incorporate new techniques used in Japanese style ceramics in order to create a new set of ceramic vessels. Students will be able to gain new academic language and vocabulary about ceramic pottery.</p> <p>Students will be able to write a reflection of their work, was Japanese style techniques they used on their work and how their project was inspired by Japanese style pottery.</p>		
<p>Art History Connections: 1. Historical Context/Movement 2. Artist Mentor:</p>	<p>1. History of Japanese pottery</p> <p>2. Toyozo Arakawa, Kei Fujiwara, Ken Matsuzaki</p>		
<p>Major Themes:</p>	<p>History of Japanese Ceramics</p>		
	<p>Elements:</p>		

Elements/
Principles:

- Color
- Form
- Light
- Line
- Plane
- Space
- Texture
- Time
- Value

Principles:

- Variety
- Movement
- Proportion
- Repetition
- Rhythm
- Economy
- Emphasis

Vocabulary:

Clay Body
Greenware
Bisque ware
Earthenware
Stoneware
Glaze fire
Firing
Low Fire
High Fire
Raku Fire
Kiln
Cold Finish
Hot Finish
Slip Casting
Press Mold
Wax resist
Underglaze
Glaze
Paint
Dip Glazing
Texture
Mold Making
Relief
Scruffito
Burnishing
Color Slip
Slip trailing
Aesthetics
Sculpture

	<ul style="list-style-type: none"> • Harmony 	
Materials needed:	Paper, Pen, Pencil, clay, potters knife, needle tool, loop tools, various other tools, potters wheel, glaze, underglaze	
Anticipatory Set:	Students will walk in and there will be Japanese inspired ceramic teacher samples on the work tables. Once students are settled in there will be a presentation and video on Japanese style pottery. During the video students will recognize two different Japanese style ceramic techniques in which they will have to incorporate into their own project.	
	Teaching Strategies	Student Activities
<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 teacher samples of Japanese style pottery, a presentation on the history of Japanese ceramics will be given along with a vocabulary and terminology techniques. Time: 20 minutes</p> <p>Activity: Teacher will go over the rubric for the assignment and explain the details of the project. Teacher will explain the importance of the history of Japanese ceramics. Time: 15 minutes</p> <p>Activity: Teacher will show a video of Japanese style pottery and students will need to write down 2 different techniques they see in the video that they will need to incorporate into their own project. Time:10 minutes</p> <p>Activity: Teacher will instruct students to clean up Time: 5 minutes</p>		<p><u>Day 1(50MIN CLASS)</u> Scaffolding activity:prior knowledge, youtube video, handouts</p> <p>Activity: Students will partake in the anticipatory set activity. Students will review the handout of academic vocabulary and terminology Time:20 minutes</p> <p>Activity: Students will look over the rubric for the assignment details and given the expectations of what they need to accomplish for the project. Time:15 minutes</p> <p>Activity: Students will watch a video on Japanese style ceramics and write down two different techniques they observed from the video that they will incorporate into their own project. Time: 10 minutes</p> <p>Activity: Students clean up Time: 5 minutes</p> <p>ELL Accommodation: Video subtitles, graphic organizers,visual aids, partner collaboration</p> <p>SPED Accommodation: Graphic organizers, Large text, visual aids, extra time.</p> <p><u>Day 2(50MIN CLASS)</u></p> <p>Activity: Students will start the class by looking at visual examples of fired ceramic</p>

Day 2(50MIN CLASS)

Scaffolding Strategy: Prior knowledge will be used to have students discuss what Japanese pottery techniques they will incorporate into their project.

Activity: Teacher will start by examining some fired work that was inspired by Japanese style ceramics.

Time: 10 minutes

Activity: Teacher will allow for students to brainstorm ideas and how to incorporate the Japanese techniques into their ceramic work. Teacher will have students start to sketch out their ideas.

Time: 35 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 show a demonstration of throwing off the hump. Teacher will show a demonstration of cutting off and removing pieces thrown on the hump. Teacher will demonstrate the importance of compressing the clay at the bottom of the thrown object.

Time: 30 minutes

Activity: Teacher will allow free time to finish up their sketches and brainstorms.

Time: 10 minutes

Activity: Teacher will instruct students to clean up
Time: 5 minutes

Day 4-11(add/delete more days as necessary).(50MIN CLASS)

Activity: Teacher will give the entirety of

work that was inspired by Japanese style ceramics
Time: 10 minutes

Activity: Students will start to brainstorm ideas and how to incorporate the Japanese techniques into their project. Students can start to sketch out ideas.

Time: 35 minutes

Activity: Students clean up

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)

Activity: Students will begin to get seated and get ready for the demonstration

Time: 5 minutes

Activity: Students will observe teachers demonstration about centering, throwing off the hump, cutting off and removing pieces thrown off the hump and compressing clay at the bottom of your piece

Time: 30 minutes

Activity: Students will be allowed to finish up sketches and brainstorms.

Time: 10 minutes

Activity: Students clean up

Time: 5 minutes

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

Day 4 -11(add/delete more days as necessary).(50MIN CLASS)

Activity: Students will use the entirety of the period to work on their project. Work should be trimmed and ready to be bisque fired.

Time: 45 minutes

Activity: Students clean up

Time: 5 minutes

ELL Accommodation: Partner collaborations , non linguistic representations, hands on experiences,

Activity: Teacher will give the entirety of the period to work on their assignment.

Project should be trimmed and ready to be bisque fired

Time:

45 minutes

Activity: Teacher will instruct students to clean up

Time: 5

minutes

Day 12(add/delete more days as necessary).(50MIN CLASS)

Activity: Teacher will instruct students to have 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 all projects should be bone dry and ready to be fired .

Time: 40 minutes

Activity: Teacher will instruct students 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 13-14 (add/delete more days as necessary).(50MIN CLASS)

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 get into groups of four for a group critique of their work. Teacher will have students individually share their work with their group.

Time: 40 minutes

Activity: Teacher will instruct students to

hands on experiences.

SPED Accommodation:Facial expressions, gestures, extra time, visual aids.

Day 12(add/delete more days as necessary).(50MIN CLASS)

Activity: Students will get their 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.

Activity: Students will put all finished bone dry work out on the cart to be fired.

Time: 5 minutes

Activity: Students clean up:

Time: 5 minutes

ELL Accommodation: Partner collaborations , non linguistic representations, hands on experiences,

hands on experiences.

SPED Accommodation:Facial expressions, gestures, extra time, visual aids.

Day 13-14 (add/delete more days as necessary).(50MIN CLASS)

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 group of up to four for a peer critique. Students will individually share there work with their

<p>Activity. Teacher will instruct students to clean up Time: 5 minutes</p> <p>**AESTHETICS MUST BE ADDRESSED</p>	<p>group and receive feedback. Time: 40 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> <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 get into groups of 4 to do a peer critique where students will critique their work on two likes and a wish. They will state two things they like about their work and say one thing they wish they did for their project.</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 - videos</p> <p>SPED: - Same considerations from ELL - Students may use coil, slab or pinch techniques in order to make their tea cups/ bowls</p>