

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:		Surreal Sculpture	
Grade Level:	9-12	Length of Lesson:	20 Class periods (4 weeks)

<p>Description /Rationale:</p>	<p>In this lesson, students will learn about the surreal art movement that started back around 1917. Students will be given a background lecture on the history of Surrealism including the visual artworks, the use of juxtaposition, and how everyday objects were used to create strange creatures and images. Students will be shown the work of Surreal artists such as Salvador Dali, Max Ernst, Andre Breton, Rene Magritte, and ceramic artist Ronit Barranga. Students will be shown images and examples of Surreal artwork and watch a video on surrealism. Afterwards students will be grouped up and given an object. Students will then to the best of their ability have to sketch the object in a surreal like manner on a sketch sheet that will be provided.</p> <p>Students will be able to build on their understanding of the wheel throwing techniques of centering, pulling, throwing off the hump, cutting and removing pieces off the mound, compressing clay at the bottom of the vessel, as well as non throwing techniques of scoring and slipping, hand building and various glaze and underglaze techniques taught throughout the course. Students will use the wheel to throw a minimum of 4 vessels, which will be manipulated and used to put together to form a “surreal” sculpture. Students are encouraged to incorporate hand built objects to sculpt the final project as well as experiment with glaze ideas and techniques to add to the overall Surreal theme.</p>
<p>Essential Question:</p>	

State Standards:

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.

Adv. VA:Cn10

Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Prof. VA: Cn11

-Describe how knowledge of culture, traditions, and history may influence personal responses to art.

<p>Common Core Standard:</p>	<p>W. Writing Standards 9-10 &11-12</p> <p>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>WHST. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subject</p> <p>Grades: 9-10 &11-12</p> <p>2. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>Objectives</p>	<p>Students will be able to analyze and identify the artwork of the Surrealism movement.</p> <p>Students will be able to further their knowledge of ceramic techniques to create a sculptural piece.</p> <p>Students will be able to gain new academic language and vocabulary about Surrealism and ceramics</p> <p>Students will be able to write a reflection of their work, how they incorporated Surrealism into their art and how their project was inspired by the Surrealist Movement.</p>

Art History Connections: 1. Historical Context/Movement 2. Artist Mentor:		1. Surreal Art 2. Ronnie Barranga, Salvador Dali, Max Ernst, Andre Breton, Rene Magritte	
Major Themes:		The Surrealism Movement	
Elements/ Principles:	Elements: Color Form Light Line Plane Space Texture Time Value	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
	Principles: Variety Movement Proportion Repetition Rhythm Economy Emphasis Harmony		
Materials needed:		Paper, Pen, Pencil, clay, potters knife, needle tool, loop tools, various other tools, potters wheel, glaze, underglaze	

<p>Anticipatory Set:</p>	<p>Students will walk in to the classroom and be shown images of Surreal artwork, and watch a video on Surrealism. Students will be grouped up and given an object which they will to the best of their ability have to sketch the object in a surreal-like drawing on a sketch sheet that will be provided.</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 the students do the anticipatory set activity which will include Teacher samples of Surreal style ceramics, a brief presentation on the history of surrealism. Teacher will give out a vocabulary handout. Teacher will go over rubric and project assignment. Time: 20 minutes</p> <p>Activity: Teacher will have students watch a video on surrealism Time: 5 minutes</p> <p>Activity: Teacher will assign groups where students will be given an object to sketch out in a surreal style on a sketch sheet that will be provided. Time: 20 minutes</p> <p>Activity: Teacher will instruct students to clean up Time: 5 minutes</p> <p><u>Day 2(50MIN CLASS)</u> Scaffolding Strategy: Prior knowledge will be used to have students discuss the surreal style of art</p> <p>Activity: Teacher will start by having students go over the sketches they made</p>	<p><u>Day 1(50MIN CLASS)</u> Scaffolding activity: Prior knowledge, youtube video, handout</p> <p>Activity:Students will do the anticipatory set lecture, students will Review the handout of vocabulary terminology. Students will go over the rubric and assignment details. Time: 20 minutes</p> <p>Activity: Students will watch a youtube video on surrealism. Time: 5 minutes</p> <p>Activity: Students will get into groups to sketch an object given to them using a surreal style on a sketch sheet that will be provided. Time: 20 minutes</p> <p>Activity: Students will 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 share their examples of the sketches they made of the object given to their group the prior class Time: 20 minutes</p> <p>Activity: Students will have the remainder of the period to brainstorm their ideas for the surreal sculpture project. Time: 25 minutes</p> <p>Activity: Students will clean up Time: 5 minutes</p> <p>ELL Accommodation: Partner</p>

from the prior class.

Time: 20 minutes

Activity: Teacher will allow the remainder of the period to brainstorm their ideas for the surreal sculpture project.

Time: 25 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 with prior wheel thrown vessels that will be ready to be conjoined and instruct students get ready to observe the demonstration.

Time: 5 minutes

Activity: Teacher will do a demonstration on scoring and slipping and constructing a sculpture from thrown objects, and manipulating wheel thrown vessels.

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 4-16(add/delete more days as necessary).(50MIN CLASS)

Activity: Teacher will give the entirety of the period to work on their assignment. Project should be trimmed and ready to be bisque fired come day 17

Time: 45 minutes

Activity: Teacher will instruct students to clean up
Time:

Day 17

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 scoring and slipping, and joining already made vessels, manipulating wheel thrown vessels.

Time: 30 minutes

Activity: Students will have free time to finish up their brainstorms

Time: 10 minutes

Activity: Students will 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 4-16(add/delete more days as necessary).(50MIN CLASS)

Activity: Students will use the entirety of the period to work on their assignment. Project should be trimmed and ready to be bisque fired come day 17

Time: 45 minutes

Activity: Students will 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 17

Activity: Students will get their work ready to be bisque fired by the end of the

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 18-19

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 20

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 clean up

Time: 5 minutes

****AESTHETICS MUST BE ADDRESSED**

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: Students will put their finished work out on the cart to be fired.

Time: 5 minutes

Activity: Student will 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 18-19

Activity: Students will have the entirety of the period to glaze their work. Students will have work ready to be glaze fired by the end of the second glaze period.

Time: 45 minutes

Activity: Students will 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 20

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

Time: 5 minutes

Activity: Students will receive a critique worksheet where students will note two likes and a wish of their peers work.

Students will get into their group of four for a peer critique. Students will individually share their work with their group and receive feedback.

Time: 40 minutes

Activity: Students will clean up

Time: 5 minutes

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

	<p>expressions, gestures, extra time, visual aids</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</p> <ul style="list-style-type: none"> - Handouts - Repetitive usage of words and relatable material -Rubrics will be handed out - Key word bank with visuals - videos <p>SPED:- Same considerations from ELL</p> <ul style="list-style-type: none"> - Students may use coil, slab or pinch techniques in order to make their vessels