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| Ceramics without the Wheel |
| **Teacher Candidate: Haley Rheault and Stefani Sumption****Ages: 12-17 years****Subject: Ceramics without the Wheel****Theme: Clay is a great way to express yourself with the knowledge of molds and coiling. Learn the basic techniques and skills of ceramics to achieve these goals.** |
| **National Core Arts Standards** [**http://www.nationalartsstandards.org//**](http://www.nationalartsstandards.org//)**State Standard(s):** [**http://doe.sd.gov/contentstandards/**](http://doe.sd.gov/contentstandards/)VA:Cr2.1.6 Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. VA:Pr5.1.7 Based on criteria, analyze and evaluate methods for preparing and presenting art. VA:Re9.1.7 Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.VA:Cn11.1.8Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. |
| **Goals/ Outcomes (minimum of 4 based on the NVA standards)**To demonstrate creativity using the elements of clay design in the designing of coil pots and slab bowls.To demonstrate skill and technique when constructing and modeling clay based on their personal ideas.To develop appreciation for ceramics in one’s own and others’ works when presenting their work.To demonstrate knowledge and understanding of Native Americans and their coil pot artwork. |
| **Planning** | Rationale: Describe how this lesson is developmentally appropriate: * The students will gain knowledge and a better understanding for the basic concept of clay modeling.
* The students will need to be able to think creatively to meet the necessary objectives.
* The students will need to work independently and consider time management while completing their projects.
* Lecture, PowerPoint, and hands on learning are used to deliver the content of this lesson.
* Relevance of this unit includes hands on learning, brainstorming, and imagination for the students, which can be applied in everyday situations.
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| Evaluation: Pre-Assessment* How will you measure students’ readiness/level of understanding prior to teaching this lesson? (e.g., KWL chart, SMARTboard responder quiz, whole-class Q&A with response cards, individual student pre-test, etc.).

Assessment * How will the students demonstrate that they have attained the goals of the lesson?
	+ Explain how the assessment aligns to the objective.
	+ Include a copy of the lesson assessment.
	+ Provide exemplar student responses/products (model outcome).

Post-Assessment* How will you evaluate the students’ work/performance? ( e.g., rubric, weighted responses, checklist)
	+ Report results in qualitative and/or quantitative format.
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| **Key Vocabulary:**Kneading Slab rollerScore SlipBisque fireGreenwareGlazeGlaze firingCoilsCultural exemplar: | **Technology needed:*** The teacher will present information about Native American culture and their history with coil pots, using a PowerPoint presentation.

Supplies: |
| **Accommodations:*** What accommodations/modifications will you include for students with special needs? (use contextual information ) How will you make accommodations for the identified students during each phase of the lesson?
* Input
* Guided Practice
* Independent Practice
* Assessment

Scope: and Sequence of experiences:Lesson 1: Students are provided a small chunk of clay to experiment with and learn about kneading. The students are then introduced to different tools to use when working with clay and are required to trace and cut a square tile. With that tile they are to practice different textures, scoring and applying slip, as well as rolling coils and adding them to the tile. Lesson 2: The teacher will go over kneading, scoring and slip, as well as rolling coils. The students are then shown examples from the Native American culture and are to start and finish their coil pot.Lesson 3: : The teacher will go over kneading and rolling out a slab and applying texture to the clay. The students are then shown examples of a slab bowl and are to start and finish their slab bowl.Lesson 4: The teacher will have the students tiles bisque fired and will introduce glazing and different types of glaze. The students will experiment with different types of glaze on their square tile.Lesson 5: The teacher will have the students grab their works that have been bisque fired and their test tile that has gone through the glaze fire. The students will examine how the glaze appeared on their test tile and then glaze their last two pieces. The students will be able to pick up their final projects one week after the final lesson. |
| **Lesson Plan Implementation** | **Lesson 1 Opening:** * How will you…
	+ activate student interest?
	+ present the learning objective(s) in an engaging and student-friendly way?
	+ make connections to past learning?
	+ convey the importance of the learning objective and make it relevant to your students’ lives?
	+ explain to students the sequence of instruction? (preview the activities for the period)
	+ communicate what knowledge or skills students will be expected to produce by the close of the lesson?
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| **I Do** | **Instructional Input*** How will you model/explain/demonstrate all knowledge and skills required of the objective?
	+ Restate the objective
	+ Introduce new material (describe what types of instructional supports you will use: visuals, manipulatives, artifacts, etc.)
	+ Model and demonstrate procedural and behavioral expectations required to meet the objective?
* How will you check for understanding before moving on to guided practice?
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| **We Do** | **Guided Practice*** How will students practice, with your support, all content and skills required to continue to internalize the objective? (How will students be engaged?)
* How will you ensure that all students have *multiple opportunities* to practice new skills/content?
* How are students practicing in ways that align to independent practice?
* How will you provide guidance to all students as they practice?
* How will you check for understanding before moving on to independent practice?
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| **You Do** | **Independent Practice*** How will you clearly state and model academic and behavioral expectations?
* How will students independently practice the knowledge and skills required by the objective?
* How will you support student learning during this practice?
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| **Lesson Closing** * How will you…
	+ Review the skills/content taught in an interactive manner (whole/small group, individually)
	+ Reemphasize and clarify the objective
	+ Reassess students’ mastery of, or progress toward the objective? (if not already assessed)
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| **Analyze** | After you have administered your assessments (formal or informal) for this lesson, analyze the results.* + How did the students perform on this assessment? To what degree did they achieve mastery toward the lesson objective(s)?
	+ How will you provide opportunities for remediation and extension?
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| **Reflect** | Reflect on your effectiveness as a teacher based on the analysis of students’ performance.* + List two things you feel you did well to plan, implement, or assess instruction.
	+ Describe the changes you would make if you were to teach this lesson again.
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