Service Learning Lesson Plan

Title: Clay Vessels Group/Date: Cooper Home, March 28, 2016

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| **Lesson Idea and Relevance:** What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background? | * How to use coil building or slab building techniques to create vessels with a specific function.
* Everything we use in life was designed for a specific purpose. Students will understand the role of planning and how it affects their artwork.
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| **Essential Understanding (s):** What are the “big ideas”? What specific understandings about them are desired? | **Essential Question (s):** What provocative questions will foster inquiry, understanding, and transfer of learning? |
| 1. Ceramic artists can create forms based on the function they would like them to fulfill.
 | What are the objects around us designed to do?How do artists/designers choose the shapes they want to make?Why do artist/designers want to make products that work *and look good?* |

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| **Outcomes - Students will be able to...**What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?**Students will be able to** |
| 1. Students will be able to observe and identify the function of objects and vessels around them.
2. Students will be able to explain how function can dictate form.
3. Students will be able to plan/design a vessel based on the function they would like it to fulfill.
4. Students will be able to create a vessel using coil building or slab building techniques.
5. Students will be able to analyze their work and explain how its form satisfies a function.
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| **Student Reflective Activity**: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? | **Assessment Instrument (s):** By what criteria will “performances of understanding” be judged? |
| “Artist Discussion”Students will discuss their works, explaining their design process and the techniques used. They will describe what function they wanted to create their vessel for and how its form reflects this.What will your vessel hold? Water? Pencils? Air?Ask students which building techniques they used and why What techniques did you use? What worked well and what would you change?Ask students to describe their form and what function it is made forWhy did you choose this form? How did you design it for your function? | * Exceeds expectations: Students use the building techniques to design and create a vessel that fulfills a specific function.
* Meets expectations: Students use the building techniques to create a vessel without a specific function in mind.
* Developing: Students explore the building techniques, but aren’t able to create a vessel.
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| **Pre-assessment:** How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)? |
| 1. Ask students what they know about the terms: form and function.
2. Ask students what they know about coil building and slab building techniques.
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| **Motivation:** How will you hook all students and hold their interest? | **Ideation:** How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work? |
| Students will identify the function of objects/vessels around them and then determine a function they want their own vessel to fulfill. (Show physical examples)After asking students how they think the examples were made and demonstrating coil building and slab building, students will get to explore and play with clay. | * Students will identify the function of objects/vessels around them to help understand the importance of planning.
* Students will be shown examples of “interesting/unusual” forms that are functional to help generate ideas.(5 “real” examples)
* After choosing a function, students will describe, with words or sketches, the important aspects of the function to help determine the form.
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| **Procedures:** How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy? |
| 1. Greet students
2. Intro activity/discussion about the function of objects/vessels around us (5 minutes)
	1. Ask essential questions:
		1. What are the objects around us designed to do?
		2. How do artists/designers choose the shapes they want to make?
3. Introduce and describe vessel activity(15 minutes)
	1. Discuss how form can dictate function
		1. Begin with pre-assessment of what students know about these terms
			1. Ask students what they know about the terms: form and function.
			2. Ask students what they know about coil building and slab building techniques.
		2. Show the example bowls, cups and vases.
		3. Ask students:
			1. How do you know what this is used for?
			2. What parts are on the piece to make it work well?
			3. What parts are there to make it look good?
		4. Explain form and function using an example cup
	2. Show examples of “interesting/unusual” forms that are functional
		1. 2 cups
		2. 2 bowls
		3. vase
		4. picture of fruit bowl with holes in it
		5. Talk about the parts that are there primarily to make the piece functional.
			1. Handles, spouts, lids
		6. Talk about aesthetic choices
			1. Ask students how they add to the piece
	3. Help students brainstorm ideas for, and plan, their own functional vessel
		1. Ask students what they use vessels for
		2. Ask students what they need or want their own vessel to do
		3. Allow them to describe, with words or sketches, the important aspects of the function they’ve chosen
4. Demonstrate coil building and slab building techniques(10 minutes)
	1. Begin with pre-assessment of what students know about these techniques
	2. Show examples of vessels created with these techniques
	3. Demo:
		1. Rolling coils
		2. attatching and smoothing coils
		3. Cutting slabs
		4. Slipping and scoring
	4. Show posters for reference
5. Prompt students to create their own functional vessel using one of the techniques covered (45 minutes)
	1. Work with individuals to further develop the important aspects of their form
		1. Help guide students so their function dictates their form
	2. Share student’s work and ideas with the group as they rise
6. Regroup to discuss and share everyones’ art (10 minutes)
	1. Ask students which building techniques they used and why
		1. What techniques did you use? What worked well and what would you change?
	2. Ask students to describe their form and what function it is made for
		1. Why did you choose this form? How did you design it for your function?
7. Clean up (5 minutes)
	1. Ask students to sweep and mop up
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| **Materials and Resources:** What is needed to complete the learning plan? **List materials and resources in a bulleted format.** |
| * Paper
* Markers/pencils
* Clay
* Tools
* Aprons
* Objects/vessels to discuss function
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| **Preparation and Safety:** What do you need to prepare for this experience? What safety issues need to be addressed? **List steps of preparation and safety in a bulleted format.** |
| * Set up materials beforehand and gather objects/vessels to discuss function.
* Pre-make slabs for students to use
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| **Accommodations:** How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)?  |
| * Demonstrate and explain the process slowly to make sure everyone understands
* Maintain a relaxed environment- encourage students to explore and play
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