Service Learning Lesson Plan

Title: Plaster Masks and Glazing Pottery Group/Date: Cooper House, April 11, 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 glaze and finish ceramic pots
* A successful work of art is created by addressing both form and function
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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. Artistic decisions can impact the way a work of art is created.
 | 1. How do artists decide how to finish a piece?
2. How does an artist know when an art work is finished?
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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 explain the difference between glazing and painting a ceramic pot and the reasons for an artist to choose each.
2. Students will be able to plan and create a design for the surface of their pot.
3. Students will be able to analyze their work and explain their creative decisions.
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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 work, explaining their creative process and surface design. Did you choose to use glaze or paint? Why? What type of surface design did you create and why? | * Exceeds expectations: Student planned the surface for their pot and successfully created a design on their piece.
* Meets expectations: Student applied glaze or paint to their pot without planning
* Developing: Student only partially glazed or painted their pot.
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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. How does ceramic glaze/paint work?
2. What are the ways to apply ceramic glaze/paint?
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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 be shown examples of painted and glazed pots. After discussing the techniques of each, students will be able to explore the use of paint. | * Students will be shown examples of unusal/creative surface designs
* Students will sketch several surface desings to brainstorm ideas
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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. Review last lesson and discuss students pots
3. Intro activity/discussion about the difference between glaze and paint (10 minutes)
	1. Ask essential pre-assessment questions:
		1. How do artists decide how to finish their piece?
			1. They pick colors/patterns that would complement the form
			2. They pick decorations that will communicate their idea
		2. How does ceramic glaze/paint work?
			1. can be applied like paint
			2. washable before it is fired
			3. glassy after it is fired
			4. will change color when it is fired (show samples of glazed tiles and the liquid glaze that goes with each sample)
		3. What are the ways to apply ceramic glaze/paint?
			1. pouring
			2. spraying
			3. painting- this is the technique we will focus on.
	2. Discuss ceramic glazes and paints
		1. Attributes of each and uses
			1. Explain that some glazes are transparent and some are opaque
			2. Show students the different options for glaze colors
			3. Explain that colors can be mixed, but may cause unusual results
			4. Explain the uses for glaze: decorates pieces, makes them watertight
		2. Talk about ways to create interesting patterns/surfaces
			1. remind students of the patterns they created in the zentangle lesson
			2. explain interesting painting ideas (splatter painting, layering colors, painting with brishes or sponges, pouring glaze)
4. Prompt students to create a surface design for their pot. (20 mins)
	1. Create 2-3 sketches for surface design ideas
	2. Help students brainstrom ideas for, and plan, their surface design
		1. What colors do they like?
		2. What patterns are they interested by?
		3. talk to Abby about her original intention of cherry blossom trees
	3. Students glaze their work based on their sketches/ideas
5. Regroup to discuss and share everyones’ art (10 minutes)
	1. Ask students
6. Clean up (5 minutes)
7. Transition activity/discussion about surface design (10 mins)
	1. Revisit essentail questions:
		1. How do artists decide how to finish their piece?
		2. How do sculptors design work?
	2. Discuss mask decorations
		1. Show examples of masks
			1. variety of examples with human, animal and geometric features
			2. ask students to point out differences in the forms of the masks
			3. Talk about ways of forming facial features and attributes
		2. explain that today, students will create the shape (form) of their mask, and will decorate the surface during the next class
			1. relate this to building and glazing ceramic pieces.
			2. Decoration can do the same thing--but with a new form.
		3. Reflect back to what they learned about surface decoration with their pots
			1. Have students sketch out their idea for their masks (2-3 sketches)
			2. Help students brainstorm ideas
				1. Ask students individual questions pertaining their ideas about surface and what their mask will be:
				2. First, what do they want the mask to do? Scare? Make people laugh? How will that intention determine what colors they use? What objects they glue to it? Etc. Does their intent determine if the design is "wild" or ordered and symmetrical?
8. Demo (Mask making) (5 mins)
	1. Show students how to apply saran wrap to mask mold
	2. Show students how to soak and layer plaster tape to the molds
9. Prompt students to create their own mask (30 mins)
	1. Students group up into pairs (to share water) and start creating masks
10. Regroup to discuss and share work (10 mins)
	1. Reflect on surface design
		1. ask students to share how they transfered their comprehenshion of surface design from their pots to their masks
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| **Materials and Resources:** What is needed to complete the learning plan? **List materials and resources in a bulleted format.** |
| * Plaster tape
* Mask molds
* Saran Wrap
* paper
* pencils
* Aprons
* Glazes
* Paintbrushes
* Sponges
* gloves
* water cups
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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
* Have students’ work set out before hand
* Provide gloves for students who dont want to get their hands dirty
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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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