

## Lesson Plan

<b>Title:</b> Character Sculptures	<b>Grade Level:</b> 9-12 (Introductory Ceramics)
<b>The Big Idea:</b> Using clay to create a non-functional, expressive sculpture.	
<b>Description of Lesson:</b> Students will sculpt a character from their own imagination. The character cannot be from a book, TV show, movie, etc. Following my presentation and video demonstration, artists will start by researching and sketching ideas. My lesson includes two of my own sketches and an in-progress sculpture of my own, so students will be able to see the process made explicit. During studio time, I will meet with each student consistently to discuss the mechanics of their sculptures as well as technique and ideation. Scale of the character sculptures will be about 5 inches in their largest dimension. Glazing and firing may partially take place after I am done with my placement. This remains to be seen.	
<b>Time:</b> Eight (one hour) class periods.	
<p><b>Enduring Understandings:</b></p> <p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><b>Essential Questions:</b></p> <p>How does (teacher/student) collaboration expand the creative process?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>What role does persistence play in revising, refining, and developing work?</p> <p>How do life experiences influence the way you relate to art?</p>	<p><b>21<sup>st</sup> Century Skills:</b></p> <p>Creativity            Innovation            Critical Thinking            Problem Solving            Flexibility            Adaptability            Initiative            Self-Direction            Collaboration</p> <p><b>Studio Habits:</b></p> <p>Engage and Persist            Stretch and Explore            Envision            Express            Develop Craft            Reflect</p>

<p><b>Higher Leverage Practices:</b></p> <p>Explaining and modeling content</p> <p>Eliciting and interpreting student thinking</p> <p>Diagnosing patterns of student thinking</p> <p>Coordinating and adjusting instruction</p> <p>Building respectful relationships</p> <p>Learning about students</p> <p>Checking student understanding</p> <p>Providing feedback to students</p> <p>Analyzing Instruction</p>	<p><b>Technical Skills:</b></p> <p>Understanding the properties of clay</p> <p>Considering structural support</p> <p>Diagnosing potential issues in translating sketches (2D) to sculpture (3D)</p> <p>Using various clay tools</p> <p>Applying glaze/paint</p> <p>Experiencing clay in different drying stages</p> <p>Observing how firing changes the properties of clay</p>
<p><b>National Core Art Standards:</b></p> <p><b>VA:Cr1.1.8a</b> - Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p><b>VA:Re.7.1.8a</b> - Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</p> <p><b>VA:Cn11.1.7a</b> - Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>	
<p><b>Instruction – Daily Plan:</b></p> <p><b>Day 1-</b> Lesson Introduction: View a wide range of example imagery and show sketches/time lapses of my sculpture process. Students will begin sketching and researching. I will visit with every student to formatively assess how they are thinking of beginning the project.</p> <p><b>Day 2- 7:</b> Studio Days. Continue formative assessment.</p> <p><b>Day 8:</b> Talk as a group, casual critique (Summative assessment).</p>	
<p><b>Resources:</b> (See slideshow)</p>	
<p><b>Materials Needed:</b></p> <p>Clay</p> <p>Clay Tools</p> <p>Computer or phone for research</p> <p>Slip</p>	

Canvas  
Pencil  
Sketchbook

**Evaluations:**

**Formative** - One-on-one student/teacher conferences throughout the studio process. Formative assessment will also take the form of watching students work and evaluating their areas of strength or challenge.

**Summative** - Because of the chaotic nature of the school schedule, I am still thinking of the best way to do a lesson “wrap-up”. I am currently leaning toward collectively looking at all the projects that were done during my time in the school during one of my last days.