

## Lesson Plan

<b>Title:</b> Nature Sculptures: Land, Sea, and Sky	<b>Grade Level:</b> 9-12 (Advanced Ceramics)
<b>The Big Idea:</b> Working from an overarching theme to create a non-functional sculpture.	
<b>Description of Lesson:</b> As advanced students are working from themes while introductory students are working to build skills, this advanced assignment uses Nature as that broad springboard. To provide a little more direction, I divided the images in my presentation by Land, Sea, and Sky. This lesson is designed to be adaptable for students who need a lot of guidance as well as those who practice a lot of autonomy. The images I collected as examples reflect this adaptability. Sculptures may be literal or abstract, and should be about 6 inches in their largest dimension.	
<b>Time:</b> Eight (one hour) class periods.	
<p><b>Enduring Understandings:</b></p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Visual imagery influences understanding of and responses to the world.</p> <p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b>Essential Questions:</b></p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How do artists and designers learn from trial and error?</p> <p>What responsibilities come with the freedom to create?</p> <p>How does learning about art impact how we perceive the world?</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            Observe</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>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>Adapting from original idea in order to protect the structural integrity of the sculpture</p> <p>Additive and subtractive clay techniques</p>
<p><b>National Core Art Standards:</b></p> <p><b>VA:Cr1.1.1a</b> - Use multiple approaches to begin creative endeavors.</p> <p><b>VA:Cr2.1.8a</b> - Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.</p> <p><b>VA:Re.7.2.1a</b> - Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p>	
<p><b>Instruction – Daily Plan:</b></p> <p><b>Day 1-</b> View a wide range of example imagery. Students will begin sketching and researching. I will visit with every student to formatively assess how they are thinking of beginning the project and how they can utilize skills they already possess in order to grow as an artist.</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> <p>Canvas</p>	

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.