## VISUAL ART LEARNING SEGMENT PLAN

### Learning Segment Title: Sharing Food, Creating Community

**Number of Planned Lessons:** 5  
**Age Group:** High School (10th, 11th, 12th grade)

### ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

<table>
<thead>
<tr>
<th>Central Focus</th>
<th>Enduring Understanding</th>
<th>Key Concepts: Food, Building community, Ceramics</th>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3-4 sentences describing the core concepts for the learning segment and meaningful connections to the subject-specific objectives, including: interpreting art, developing works of art/design, and relating art to context. In this learning segment, students will describe aspects of their own identities through experiences they have had with food. Students will investigate and interpret the Culinary Art Car made by the collaboration of assemblage artist, McPherson “Mac Maker” Downs and community artist, Robert Karimi. Students will also develop works of art by utilizing a variety of clay making techniques and textures to create three-dimensional clay food. This allows students to understand and makes connections between experiences they have had with food and its engagement with the community around them.</td>
<td>What do you want students to understand through this learning segment?</td>
<td>Food, Building community, Ceramics</td>
<td>How do we form and shape our identities? How can food relate to a person’s identity? In what ways can food play a role in building community?</td>
</tr>
</tbody>
</table>

### KNOWLEDGE OF STUDENTS TO INFORM TEACHING

How does this lesson connect with and build on students’ previous/subsequent lesson(s)? How do students’ visual art dispositions inform this lesson?

The learning segment I am designing specifically scaffolds what students learned in the prior unit within this sculpture class, their past art classes course work, as well as the lessons in this specific learning segment. As a requirement to be in this class, students have all successfully enrolled in and passed the course titled, Introduction to Art. In this class, students are given a taste of a few different types of art making techniques; one of their projects was to create a clay vessel. That being said, students in this class already have some experience making coils, using basic clay vocabulary, and creating three-dimensional forms using clay in the art classroom.

Also, in the previous unit before this learning segment the students created an assemblage sculpture out of recycled materials. They learned about different assemblage artists, interpreted their artwork, and conducted their own research on an assemblage artist of their choice. For this reason, one of the artists I will be showing the students works with assemblage techniques. By choosing this artist, the students will be able to use their prior knowledge of this type of artwork while also connecting it through the artist’s collaboration with a new artist that works with the community.

The specific lesson in this learning segment build upon themselves as well. In the first lesson, students will learn about the brief history of clay and the process from which it undergoes before receiving it in a school setting for making art. The students will also recall upon their prior knowledge of clay through a
vocabulary trading card activity where some terms presented will be familiar to students while others will be completely new. Students will apply this while demonstrating what they can do through the creation of a 3D form. They will then reflect and connect this information to other relatable context in the world.

What personal, cultural, and community assets inform this learning segment?

The content of this learning segment is particularly relevant to high school students because students at this age are becoming increasingly independent. Students are also learning to become more self-sufficient. They may be learning how to cook for themselves and forming their own opinions about the foods they choose to eat. Students' lives also revolve around food as fuel for their increasing physical and mental growth.

The majority of students live within a close distance from the school. For the most part the students have a similar cultural background; many of them come from middle to upper class, Caucasian families. Although, there are a few that come with different ethnic and socio-economic backgrounds. This high school also prides itself on the amount of extra-curricular activities, sports teams, and afterschool clubs it offers. In many ways, this displays students’ pride for their school as a community. Noticing these factors lead me to design a learning segment that allows for students to learn more about their classmates as individuals of their community. It is important for these students to understand that they are unique individuals that come from different cultural backgrounds and experiences among other classmates that are also very unique, even through they live in the same community. By understanding this, students will be able to adapt this idea of community in any future setting they may find themselves in while fully appreciating others as both similar and unique individuals. In this learning segment students will share their own personal experience through the sharing of a meal and formal discussion.

Food is also significant in today’s pop culture. Social media is now a platform that enables us to show just how fascinated we are with photographing and sharing the food we eat. Whether it is through watching slow motion videos of people cutting food, viewing aesthetically pleasing photos of food posted on Instagram or Facebook, or watching “how-to” videos, food is the common denominator that brings us all together. Although it may seem that technology is often isolating us, in many ways it is actually connecting us. By using food’s cultural relevance in my learning segment it allows students to become increasingly interested in creating their own foods.

What are the developmental characteristics of these learners that are relevant to this learning segment? (physical, social/emotional, cognitive.

Social/Emotional
- Begin to see adults around them as real people
- Have an increased importance in friendships
- Students at this age develop a sense of relationship to others and to their own internal thoughts and desires (Erik Erikson).
- Students search for a sense of self and personal identity, through an exploration of personal values, beliefs, and goals (Erik Erikson).
- Students are becoming more independent and begin to look at the future in terms of career, relationships, families, housing, etc. They want to belong to a society and fit in (Erik Erikson).

Physical
- Students have increased fine motor skills and biological maturity (SOURCE in sketchbook)
Students are undergoing major physical changes which can cause students to feel uncomfortable and self-conscious about their bodies (Simmons and Blyth, 2008). Increase growing, students need a lot of sleep and food.

**Cognitive**
- Students process learning in many ways and display intelligences individually (Gardner’s Theory of Multiple Intelligences).
- Students are developing skills in deductive reasoning, problem solving, and generalizing.
- Students begin thinking more maturely, they like to set goals, and can think hypothetically.

**Artistic**
- Students have increased hand-eye coordination, can be taught intricate details/advanced art techniques.
- Students are continually interesting in achieving high realism in their artwork.
- Students are more receptive to instruction in competencies of drawing; color and design principles; of technical skills in painting, printmaking, and sculpture; and other modes of art making (Hurwitz and Day).

What adaptations and consideration are needed for instruction for whole class, individuals, and students with specific needs?

The students will receive both visual (through demonstrations as well as handouts) and auditory instructions. Students will also be able to watch the demonstrations as many times as needed or follow along right with them since they will be created in video format. There will also be PowerPoint presentations used with visuals to guide students through art interpretation and individual art processes. Through the course of the learning segment I will be utilizing the scaffolding model from lesson to lesson. In order to guide and deepen the students understanding of the central focus and art making skills the students will use various handouts, create thumbnail sketches, and engage in group and partner discussions. We will also be giving the students exit slips and journal time to reflect on their thinking and making process. Teacher feedback will also be given to students individually in order to acknowledge their strengths and address any improvement that may be needed along the way.

I will also need to take into consideration that students will be at varying levels of clay technical skill. Students in this class range from grades 10th through 12th. For this reason, I will design my demonstration by making my own YouTube videos so that students can watch how specific clay making processes as many times as needed. This will also allow for students to see close-up what I am doing instead of having students all crowd around one area to watch an in person demonstration. This way some students can follow along step-by-step with the video, while others may use it as a memory refresher from the times they have used clay before allowing them to get started right away. These videos will also provide students with a variety of methods for clay hand building to choose from, giving them more freedom to create what they envision.

Within this class, there are also two students who have IEPs. After looking at these student’s goals and their accommodations needed, I will be able to set aside helpful tools and extra time for these students to accomplish parts of this learning segment where they may struggle. In the last lesson, all students will be writing a paragraph long artist statement. I will make sure that these students utilize the graphic organizer I created to help them plan out their paragraph structure and organize their content information. These students will also benefit from receiving extra time outside of class to work
on them as well as meeting with me one-on-one to go over their progress and artist statements before submission.

What are the visual art dispositions of this group that are relevant to this learning segment? What are common misconceptions in relation to this learning segment?

A misconception that I see occurring from this lesson is that students will create their clay forms solely based on what they like or dislike. It will be important for students to dig deeper as to why they represented a specific type of food besides the fact that it tastes good. I will address this issue by creating a ideation handout for students to fill out that allows for students to make more meaning behind the choices they make and what personal experience revolve around this food. We will also be discussing different ways that food brings people together and how one person’s connection to a certain food may be completely different from someone else.

I also think that students may have troubles if they choose to construct their clay pieces. In order to create specific forms the thickness of the clay must be taken into account. For example, if a student wanted to create something that resembled a box like shape, when joining the pieces together they may run into the issue that their pieces do not exactly fit together. They will need to understand that an additional height or length must be added depending on how they choose to join edges of clay through beveling the edges or butting the clay pieces against one another. I will address this issue by having student make exact to scale cardstock models of their forms before making and cutting out their slabs of clay.

Identify research and theory that support your choices, adaptations, and understanding of your students.
- Erik Erikson-Developmental Psychosocial Stages
- Hurwitz and Day-Artistic development
- Arthur D. Efland - Art and Cognition
- Gardner's Theory of Multiple Intelligences
# LEARNING OBJECTIVES & VISUAL ART STANDARDS

<table>
<thead>
<tr>
<th>National Core Art Standards (list grade level specific number and text)</th>
<th>Learning Objectives</th>
<th>Learning Tasks &amp; Assessment Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
<td><strong>Interpreting Art:</strong> Students will effectively interpret the Culinary Art Car, while making connections to their own personal and cultural experiences based around food and community.</td>
<td><strong>Learning Tasks:</strong> Verbal class discussion Looking and talking activity Artist PowerPoint <strong>Assessments/Feedback:</strong> Participation in discussion -students ask questions -sketchbook reflections -exit slip worksheet</td>
</tr>
<tr>
<td>VA:Re.7.1.la Hypothesize ways in which art influences perception and understanding of human experiences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Developing Works of Art/Design:** Students will skillfully utilize a variety of clay techniques to construct a 3D form, while applying their choice of surface texture to portray realistic qualities. Students will write an artist’s statement that applies specific vocabulary, their concept, and creative process while reflecting on their experience through making art. | **Learning Tasks:**  
- Texture skill building slab activity  
- Students will watch clay slab, construction, and coil videos while applying these skills in their own creation of a 3D clay form.  
- Students will be given a graphic organizer to help construct their content into a clear paragraph **Assessments/Feedback:** Students will receive feedback on their preliminary thumbnail sketches and concept worksheets. One on one verbal feedback will be given to the student on their clay art pieces during individual work time They will also written receive feedback on their |
Connecting

VA:Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity

<table>
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<tr>
<th>Language Demands</th>
<th>Planned Supports</th>
<th>Assessments/Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relating Art to Context:</strong></td>
<td>Students will demonstrate an understanding of how their identity is shaped by their personal, social, and cultural experiences with food and its connection with community through a group table discussions and written reflection.</td>
<td>Learning Tasks: In class discussion and round table conversational critique of work</td>
</tr>
<tr>
<td><strong>Assessments/Feedback:</strong></td>
<td>Students will write a one paragraph minimum artist statement</td>
<td>Assessments/Feedback: Students will receive feedback on their concept brainstorm worksheet and also on their summative artist statement</td>
</tr>
</tbody>
</table>

**ACADEMIC LANGUAGE**

**Language Demands**
(Describe language demands that are essential to this learning segment)

**Planned Supports**
(Instructional strategies, learning tasks, & materials)

**Assessments/Evidence of Learning**

**Language Function:** Interpret

- Students will interpret The Culinary Art Car through a PowerPoint presentations with visuals to enhance class discussion
- Students will also create a Venn diagram comparing the work of the two artists work in collaboration with one another.
- Brainstorm concept worksheet and visualization thumbnail sketches worksheets

**Vocabulary:** (list & define)

Coil building: rolling and stacking coils on top of one another to create a cup, bowl, vase, or other form

In lesson 1, students will define these vocab terms through a trading card activity where each student will start by filling out a

- Students will view their class set of vocab trading cards. They will then use the vocabulary to describe their
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wedge</td>
<td>the process of blending clay to remove air bubbles</td>
</tr>
<tr>
<td>Score and Slip</td>
<td>the method used to attach clay to clay. This is done by scoring the surface of clay and using slip (clay glue) to hold it in place</td>
</tr>
<tr>
<td>Leather Hard</td>
<td>clay is dry, but not all moisture is gone</td>
</tr>
<tr>
<td>Bone Dry</td>
<td>when the clay is all the way dry, nothing can be added or changed at this point</td>
</tr>
<tr>
<td>Plasticity</td>
<td>how flexible the clay is depending on the amount of moisture of the clay</td>
</tr>
<tr>
<td>Shrinkage</td>
<td>how much clay shrinks as it dries, is fired, and is glazed</td>
</tr>
<tr>
<td>Slab building</td>
<td>rolling slabs of clay to create a form, usually creating a box or vase</td>
</tr>
<tr>
<td>Ceramic</td>
<td>Bisque clay: clay that has been fired once in the kiln and is hardened, but not glazed or painted yet</td>
</tr>
<tr>
<td>Greenware</td>
<td>clay that has been completely dried out, but not yet fired in the kiln. It is very fragile</td>
</tr>
<tr>
<td>Kiln</td>
<td>the clay oven that operates at extremely hot temperatures (between 1400-2500 degrees F) it is used to turn brittle dry clay into strong durable clay</td>
</tr>
<tr>
<td>Additive</td>
<td>used in sculpture, where you attach pieces together, such as modeling or building</td>
</tr>
<tr>
<td>Subtractive</td>
<td>a type of crafting where you are taking away matter, such as carving</td>
</tr>
<tr>
<td>Extruder</td>
<td>a machine that extrudes/pushes material through a desired cross-section, used in ceramics to create coils</td>
</tr>
<tr>
<td>Fettling knife</td>
<td>clay tool with a flexible blade tapering to a point, used for carving, cutting, and to create texture</td>
</tr>
<tr>
<td>Rib tool</td>
<td>used to smooth out the surface of clay, it has a straight trading cards (with definition, examples, interesting facts and visual) and then share out their findings to their group. (I will then make copies of all the cards so students will receive all of them) The terms will also be online as a resource to reference and also printed and hung up on the board.</td>
</tr>
<tr>
<td>-Students will reflect in their sketchbooks applying their knowledge of this set of vocab. They will get out their vocab trading cards and write their planning process including the use of four vocab words.</td>
<td></td>
</tr>
<tr>
<td>artwork while they are creating it through discourse and in our informal critique (in lesson 5). They will also apply their knowledge of the vocab while writing an artist statement.</td>
<td></td>
</tr>
</tbody>
</table>
and curved edge
Identity: the qualities, characteristics, or beliefs that make a person who they are
Community Art: artistic activity based in a community setting, characterized by interactions or dialogue with the community

Discourse (or Syntax):
Discourse through verbal discussion

Written work: Food for thought handout, brainstorm handout, vocabulary trading cards, And written reflections

<table>
<thead>
<tr>
<th>LESSON #1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptive Lesson Title: Introduction to Clay</strong></td>
</tr>
</tbody>
</table>

**Lesson Description:**
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Students will learn about the history of clay through a brief PowerPoint and discussion in order to gauge their prior knowledge about ceramics. With the help of a trading card activity, students will learn about specific vocabulary covered in the next five lessons while also teaching others in the class about the trading card they created. They will then follow along with a demonstration given on how to properly use specific clay tools while having the chance to experiment with texture on small clay slabs independently.

**Materials:**
(Instructional, art making, and organizational materials required for this lesson)

- History/ What is clay presentation
- Vocabulary list with trading card template
- Note cards

**Instructional Strategies & Learning Tasks**
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Differentiation/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20 min</td>
<td>Bell work discussion activity while giving brief day agenda + Give history of clay presentation</td>
<td>Take notes in sketchbook and participate in discussion</td>
<td>Both verbal and visual instruction of tasks will be given to students</td>
</tr>
</tbody>
</table>
| 25 min | Instruct vocabulary trading card activity  
Assign vocab term to each student | Listen  
Create visual and definition for a vocab word | Students will be representing the vocab words in a variety of ways |
| 16 min | Rotate and share trading cards to the class | Discuss and engage with students / pair share vocab cards |  |
| 25 min | Work time for students – walk around answering any question students may have | Experiment with different tools to see what textures can be created |  |
| 10 min | Instruct clean up procedure for clay | Clean up materials and desks, put away clay tools with rest of time |  |

**Relevant Assessments & Planned Feedback** (Initial, Formative, and/or Summative)

**Initial:** Ask for raise of hands for how many students have worked with clay before, have students reflect on their experience with clay thus far in the sketchbooks.

**Formative:** Students will create vocabulary trading cards and have a complete vocab list by the end of class. They will also experiment with clay by creating an interesting texture tile on a clay slab to inform their planning and ideation.

**Teacher Self-assessment/Reflection:** (To be completed following teaching; include connections to relevant theory)
Delete before final submission

Trading cards activity went really well, students were actively engaged. Note that their were a few class interruptions due to assembly

**LESSON #2**

**Descriptive Lesson Title:** Introduction to Big Idea and Artists

**Lesson Description:**
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

**Students will explore the relationship between food, family, and community while independently working on a Food for Thought worksheet and then will engage with other students to hear from different perspectives on the same questions. After viewing a brief PowerPoint and video clip, students will discuss and respond to an artwork as well as the collaboration between two professional artists. After going over the criteria for this unit student will be given the rest of class time to continue experimenting with texture on clay using a variety of tools to inform their projects and start to plan their projects concept.**
### Materials:
(Instructional, art making, and organizational materials required for this lesson)

**Presentation (Bellwork, agenda, Looking and Talking images)**
- Culinary Art Car video clip
- Muddiest Point exit slip
- Food for Thought brainstorm worksheet
- Clay slabs
- Texture tools
- Wire, pattern tools
- Newspaper
- Clay cutting tools
- Clay mats
- Sponges
- Aprons

### Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

<table>
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</thead>
<tbody>
<tr>
<td>15 min</td>
<td>Bell work + instruct on food worksheet</td>
<td>Actively listening and asking questions Fill out food worksheet, turn and talk to students around you</td>
<td>Students may answer the questions written on paper or via an online google doc. Students will also get the change to share verbally with a partner</td>
</tr>
<tr>
<td>5 min</td>
<td>Present day agenda and learning objectives</td>
<td>Actively listening and asking questions if needed</td>
<td></td>
</tr>
<tr>
<td>20 min</td>
<td>Present Culinary Art Car through a looking and talking activity making connections between assemblage artists</td>
<td>Engage in discussion about the Culinary Art Car and talk with a partner/group</td>
<td>Group/partner led discussion</td>
</tr>
<tr>
<td>20 min</td>
<td>Play video clip about Culinary Art Car and introduce art making criteria</td>
<td>Watch video clip about the Culinary Art Car making connections between the work done and our clay project</td>
<td></td>
</tr>
<tr>
<td>3 min</td>
<td>Introduce texture on clay</td>
<td>Actively listen and ask questions</td>
<td></td>
</tr>
<tr>
<td>20 min</td>
<td>Walk around answering questions – work time</td>
<td>Experiment with clay</td>
<td>Hands on work time</td>
</tr>
<tr>
<td>10 min</td>
<td>Handout Muddiest Point exit slip and clean up</td>
<td>Respond to prompt on exit slip regarding anything taught that needs clarification</td>
<td>Written reflections</td>
</tr>
</tbody>
</table>
Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

**Initial:** Students will fill out the Food for Thought worksheet

**Formative:** Looking and talking about art – This will activate prior knowledge – making connections to the last project in sculpture where students learned about assemblage sculptures and built their own. Students will make connects to this knowledge while learning about a new assemblage artist through the collaboration with another artist to create a piece of community art. They will also build on their knowledge of clay textures by creating a sample texture slab.

**Teacher Self-assessment/Reflection:** (To be completed following teaching; include connections to relevant theory)

Students were really engaged with the video and idea behind the Culinary Art Car, I could have spent more time unpacking the artwork before showing the students the video. I had trouble pacing this lesson and was left with about 10 extra minutes of class time, I used this time for students to start planning out their ideas and concepts in their sketchbooks.

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**LESSON #3**

**Descriptive Lesson Title:** Planning for Construction

**Lesson Description:**
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Students will begin class by creating a Venn diagram comparing the two artists work from the video that was watched in the class prior. They will also be filling out a brainstorm worksheet that will help students to begin thinking about their projects concept. Students will also be given their project criteria written out and a timeline for them to follow and check off when they accomplished each task. I will then be giving a demonstration on how to translate their thumbnail sketches into exact scale cardstock templates that will be used to help visualize their 3D forms. The rest of this class will be used for students to work independently to plan out their project. The class will be wrapped up with an exit slip that will ask students if they have any questions regarding the criteria or if they would like more clarification on any information given thus far.

**Materials:**
(Instructional, art making, and organizational materials required for this lesson)

- Presentation (agenda, learning objectives)
- Idea mapping activity
- Graphic organizer for thumbnail sketches w/ reference photos
- Cardstock paper
- Scissors
- Rulers
- Pencils
- Exit slip
### Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

<table>
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</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduce today's agenda and learning objectives</td>
<td>Actively listen and take notes</td>
<td></td>
</tr>
<tr>
<td>25 min</td>
<td>Explain brainstorm and thumbnail worksheet via google docs</td>
<td>Fill out brainstorm worksheet and two drawn thumbnail sketches in sketchbook</td>
<td>Graphic organizer – ideation worksheet and thumbnail sketches</td>
</tr>
<tr>
<td>10 min</td>
<td>Facilitate and observe student discussion</td>
<td>Get in groups of three or four and discuss ideas and problem solve how students are going to accomplish their goal</td>
<td>peer feedback</td>
</tr>
<tr>
<td>10 min</td>
<td>Demo how to make templates for slab building/construction</td>
<td>Actively listen and take notes</td>
<td></td>
</tr>
<tr>
<td>30 min</td>
<td>Work time</td>
<td>Make cardstock planning templates, reference vocab trading cards</td>
<td></td>
</tr>
<tr>
<td>5 min</td>
<td>Hand out exit slip</td>
<td>Answer prompt on exit slip</td>
<td></td>
</tr>
</tbody>
</table>

### Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Students will give each other feedback on their concept development as well as their thumbnail sketches and clay piece ideas in class. Give feedback to their thumbnails sketches in order for students to make improvements and changes in their final clay forms.

### Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)

The Concept development and planning google doc took the entire class for students to complete, students will start creating cardstock templates next class and begin working with clay. Students were told to watch clay demo videos as work to have done before entering class.
LESSON #4
Descriptive Lesson Title: Demonstration and Work day

Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)
This lesson will start off with a partner feedback discussion on the students concept and plan. Students will ask each other what their concepts are and what their planning and making process will look like. Students will also receive constructive feedback from their partners, where students are asked to ask questions and make suggestions to their work. I will make a few reminders and tell students to finish up their ideation and planning worksheet and well as work on their construction of templates. Then the students will watch the slab rolling demo videos and begin rolling out slabs if needed to fulfill their concepts. I will also go over the variety of tools that can be used. The rest of class will be independent work time.

Materials:
(Instructional, art making, and organizational materials required for this lesson)
- Youtube demo videos for slab construction and coiling methods
- Presentation (agenda and learning objectives)
- Clay tools, clay, canvas sheets, wood panels
- Spray bottles, sponges
- Wooden guides, rolling pins
- Clay extruder
- Slip, water
- Cardstock templates

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

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<tr>
<td>5 min</td>
<td>Introduce Bell work, agenda, and learning objectives, review and explain how to find demo videos</td>
<td>Actively listen</td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td>Facilitate demo videos and hand back thumbnail sketches with feedback</td>
<td>Watch shared demo videos about slab building, coils, constructing, and glaze (when you reach each step)</td>
<td>Construction Demo videos made and uploaded for students to reference</td>
</tr>
<tr>
<td>10 min</td>
<td>Demo the proper use of the extruder, have student who has used it before demonstrate</td>
<td>Gather around extruder, take notes in sketchbook while actively listening</td>
<td></td>
</tr>
<tr>
<td>45 min</td>
<td>Work time</td>
<td>Work time to begin constructing and finalize ideas through thumbnail sketches / brainstorm wkst</td>
<td>Google doc created as well as checklist to keep students on pace</td>
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LESSON #5

Descriptive Lesson Title: Reflection / Wrap up

Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

In this lesson students will have the first portion of class as wrap-up work time for their clay pieces as well as time to write their artist statement. Students will write an artist’s statement that applies specific vocabulary, their concept, and creative process while reflecting on their experience through making art. The second half of class students will demonstrate their understanding of how their identity is shaped by their personal, social, and cultural experiences with food and its connection with community through a group table discussion. The tables will be push together and students will be given both time to individually reflect on their pieces as well as time to share and get feedback from other students.
### Materials:
(Instructional, art making, and organizational materials required for this lesson)
- Introductory Presentation (with learning objectives and day agenda)
- Graphic Organizer for Artist Statement
- Reflection worksheet via Google doc
- Plates, napkins, forks and knives for round table critique
- Write guiding discussion questions on the board

### Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Differentiation/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Go over agenda and learning objectives and Review due date for Artist Statement</td>
<td>Actively listen</td>
<td>Instruction will be given through verbal discussion as well as through visuals</td>
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<tr>
<td>25 min</td>
<td>Wrap up work time, If students are finished direct them to work on writing their artist statements</td>
<td>Work time to finish constructing and adding finishing details to their clay pieces, if finished write artist statement</td>
<td>Students will have access to a graphic organizer to help with the writing of their artist statement</td>
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<tr>
<td>10 min</td>
<td>Clean up materials</td>
<td>Clean up materials and clay space</td>
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<tr>
<td>5 min</td>
<td>Read over criteria, clarify, and Have students self assess using the rubric</td>
<td>Read over rubric and self-assess</td>
<td>This could be done one-on-one with students if needed</td>
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<tr>
<td>40 min</td>
<td>Facilitate round table community discussion/critique (informal) / write presentation discussion questions on board</td>
<td>Present their pieces via conversation while commenting on other student’s work</td>
<td>Students will get a chance to free write and reflect on their sculpture while also being able to discuss and share out to the whole class</td>
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### Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)
Formative feedback will be given through discussions about putting finishing touches or changes to the students work. Students will also start to think about what kinds of glazing they would like to use on their pieces if interested.
Summative feedback on the student’s artist statements and well as in the form of a rubric.

### Teacher Self-assessment/Reflection:
(To be completed following teaching; include connections to relevant theory)
Sculpture 1 Lesson
Sharing Food, Creating Community
10th-12th grade
Big Idea → Community/Identity

Essential Questions:
- How does food relate to a person’s identity?
- In what ways can food play a role in building community?
Vocabulary Trading Card Activity

**VOCAB TRADING CARDS**

Create a trading card for one of the following vocab terms for this unit.

Your trading card must include:
- on the FRONT:
  - a visual representation/drawing
- on the BACK:
  - a brief definition
  - the use of the word in a sentence
  - any other interesting facts you stumble upon

1. Coil Building
2. Slab Building
3. Wedge
4. Score and Slip
5. Plasticity
6. Shrinkage
7. Leather Hard
8. Bone Dry
9. Ceramics
10. Bisque Clay
11. Greenware
12. Kiln
13. Additive and Subtractive
14. Clay Extruder
15. Fettling Knife
16. Rib Tool
Lesson 2 Instructional Material

Food for thought
Building Community through Food

What is your favorite food?
What kinds of food do you eat when you're sad or happy?
Do you share most of your meals with?
In what ways does food bring people together?
Name three ways that food plays a role in your life.

Draw a picture of a food that brings people together.

Lesson 3 Instructional Material

SCULPTURE BELLWORK

Think about the video we watched last class. What are some similarities and differences between the two artists and how they engaged with the community around them?

Learning Objectives
- Explore the relationship between food, family, and community.
- Discuss and respond to the collaboration between two professional artists.
- Develop a concept for your clay piece and formulate a plan of action.

Agenda
- Review the criteria for the clay project
- Fill out Ideation and Planning worksheet
- Ms. Mayer will demonstrate how to make templates
- Create detailed and labeled thumbnail sketches and begin making templates

SCULPTURE BELL WORK

Reflect on any prior experiences you have had working with clay? What did you make? Did you like or dislike working with it?

1. SCULPTURE BELL WORK
2. Clay gets its color from the elements in the ground around it
   - Porcelain
   - earthenware (low fire clay, clay, hard and durable, holds water with a lot of clay)
   - Stoneware (medium fire clay, hard and durable, holds water without leaking)
   - Earthenware (low fire 1740-2000, low clay, easy to work with, needs to be glazed to resist water, most commonly used and available)

3. WHEN WAS CLAY FIRST USED IN ART?
   - Ceramic art dates back to prehistoric times, ~10,000 BC

4. WHERE DO WE GET CLAY FROM?
   - Various sources: natural deposits, kaolin, feldspar, quartz, and other minerals

5. HOW DID PEOPLE FIRE CLAY BEFORE MODERN TECHNOLOGY?
Round Table Discussion
Critique

GUIDING QUESTIONS

Describe your Concept:
What is your piece about? How does it relate to your personal identity? How did you represent this in your piece?

Analyze your Craft:
Where and how did you add texture to your piece? Think about the additive and subtractive processes.

Evaluate your Outcome:
Successes and Weaknesses (how could you improve)

Provide positive and constructive Feedback!