ALLISON SMITH

LEGACY: MY COMMUNITY MATTERS

6th - 8th Grade | Ceramics
**VISUAL ART LEARNING SEGMENT PLAN**  
**UWM METHODS TEMPLATE**

**Learning Segment Title:** Legacy: My Community Matters  
**Number of Planned Lessons:** 5-6  
**Age Group:** 6-8\textsuperscript{th} grade  

### ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

**Central Focus:**  
(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 explore what legacy means and how it relates to the community they live in. Students will learn about this through personal connections and the artist/activist Theaster Gates. Students will then develop ideas of what they want to preserve in their community and translate this onto clay tiles. In addition, they will collaboratively work as a classroom and learn from each other's experiences and create a collection of their community.

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>(What do you want students to understand through this learning segment?)</th>
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</thead>
<tbody>
<tr>
<td><strong>Key Concepts:</strong></td>
<td>• How legacy interacts in their community</td>
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<td>• Why their legacy matters</td>
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<td>• How legacies can be honored</td>
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**Essential Questions:**  
• What is a legacy?  
• In what ways are collections used to preserve a legacy?  
• Why is preservation important to a community?

### KNOWLEDGE OF STUDENTS TO INFORM TEACHING

How does this lesson connect with and build on students’ previous/subsequent lesson(s)?

Students will continue to explore their place in the world but on a local scale, along with the history of the community they live in. Students will also continue to practice representing abstract thought into representational forms and clay artmaking techniques.

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

• Theaster Gates – Southside Chicago based artist/activist. His goal is to reactivate his community through creating platforms for black people to express themselves through all kinds of art. “We leverage the power and potential of communities, buildings, and objects that others have written off” (Theastergates.com).
  
  • Do we see this in Milwaukee? Are we losing communities to gentrification? What do we want to preserve about these forgotten legacies?

What are the developmental characteristics of these learners that are relevant to this learning segment? (physical, social/emotional, cognitive). What adaptations and consideration are needed for instruction for whole class, individuals, and students with specific needs?

11-13-year-old

• Physical Development: High energy and they are going through growth spurts
  
• Social/Emotional Development: Feeling of misunderstood, experimenting with self-image/roles/appearance, friends are very important.
  
• Cognitive: Increased ability to think abstractly, focused on present – limited thoughts of future, interest in current events/pop culture.
Working with clay will allow the students to be more physical with the artmaking which will make them channel their high energy into the project. The project is reflective of themselves and where they come from, which will relate to their Social/Emotional Development. This process will also allow them to think abstractly and challenge their need to be in the present but think about the past and future of their community.

It will be important to understand the community I would be teaching in and try to explore the local places of attraction. Being involved with the area will allow me to relate more and understand how I should speak about a space I’m not directly connected to.

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?

- Students at this age are very expressive of who they are because they are still learning, which means they will experiment with what identity means to them.
- Sometimes people discredit this age group because they are going through so many changes, but art is even more important during this time.

Identify research and theory that support your choices, adaptations, and understanding of your students.

The importance of understanding and identifying differences between yourself and your students is what allows you to create a space of respect and comfortability. This is talked about in *For White Folks Who Teach in the Hood... and the Rest of Y'all Too* and they explain that the first step when working with students who come from a different background is to acknowledge the differences and the privileges you have coming into their space and community. When teaching an art project about a sensitive subject, which closely relates to the child’s identity, it is important to listen and learn. One way of learning outside of the classroom is to experience the spaces your students go to: restaurants, shops, churches, etc. This gives you the chance to connect and understand your students even more. Being open and knowing that your students can teach you more during a lesson like this is what will encourage them to work thoughtfully.

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**LEARNING OBJECTIVES & VISUAL ART STANDARDS**

Students will be able to...

Student will demonstrate an understanding that...

<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>
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</thead>
<tbody>
<tr>
<td>VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value</td>
<td><strong>Interpreting Art:</strong> Students will be able to effectively observe and discuss Theaster Gates art/art activism while making personal and cultural connections to legacy in a community.</td>
<td><strong>Learning Tasks:</strong> Introduction presentation will allow the students observe and reflect on the new information.</td>
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<tr>
<td><strong>Assessments/Feedback:</strong> Students will discuss with partners and as with the class about what they observed in Theaster Gates work and how it can connect back to communities in Milwaukee.</td>
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<td>VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</td>
<td><strong>Developing Works of Art/Design:</strong> Students will learn how to successfully use a variety of clay techniques to construct a tile.</td>
<td><strong>Learning Tasks:</strong> Students will observe the clay demonstration which will provide technical information. They will apply their knowledge making the tile.</td>
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### ACADEMIC LANGUAGE

<table>
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<tr>
<th>Language Demands</th>
<th>Planned Supports</th>
<th>Assessments/Evidence of Learning</th>
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</table>
| **LanguageFunction:** Interprettation | • Introduction: Classroom discussion, including strategic questions, images, and personal connections. | • Observation during introduction  
• Reflective Worksheet |
| **Vocabulary:** (list & define) | • Teaching and modelling relevant vocabulary during introduction and demonstration. | • Observations/questions during demonstration  
• Artist Statement  
• Artwork: Summative Rubric |
| • Legacy: something that happens or exists as a result of things that happened at an earlier time | | |
| • Community: a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals. | | |
| • Gentrification: the restoration of run-down urban areas by the middle class, resulting in the displacement of low-income residents. | | |
| • Preservation: maintain something in its original or existing state. | | |
| • Slab: clay which has been made flat by rolling. | | |
| • Scoring: to scratch hatch marks on it as part of joining clay pieces together. | | |
| • Slip: a liquid mixture of clay. | | |
LESSON #1

Descriptive Lesson Title: Introduction to Lesson

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

Students will observe an introduction presentation which will go over the topics of legacy, Theaster Gates, and Milwaukee communities. The students will be prompted questions about the communities they come from and elements they would like others to know about. Once students have flushed out their ideas with their classmates, then they will be given a worksheet to help translate their ideas into drawings.

Materials:
/Instructional, art making, and organizational materials required for this lesson
PowerPoint presentation, worksheet, and pencils.

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.

Time | Teacher Activities | Student Activities | Differentiation/Adaptations
--- | --- | --- | ---
20 min | Presentation of the project and background. Ask students reflective questions while going through it. | Observe the presentation and respond to the reflective questions. | Have an open discussion and provide images for ideas/vocabulary.
10 min | Instruct students to talk with a partner about their project while looking at the worksheet. | Speak with a partner about their ideas. | 
2 min | Answer any broad questions the students have for the class. | Students will ask questions pertaining to the entire class. | 
10 | Observe the students and answer individual questions. | Work on the worksheet and ask any questions. | 

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)
Discussion with class about the project and their ideas. Observe them while they work on their worksheets.

LESSON #2

Descriptive Lesson Title: Introduction to Clay

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

Students will be learning how to successfully use clay to create a tile and relief details. Instruction on how to roll slabs of clay and cut the shape with precision will be given. They will learn how to apply added details to their tiles using slip and score techniques. Students will be given time to make their base for the tiles and explore the various clay techniques.

Materials:
/Instructional, art making, and organizational materials required for this lesson
Clay, clay tools, water, and tile stencils.
### 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>
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<tbody>
<tr>
<td>15 min</td>
<td>Demonstration of how to make a clay slab and use slip/score techniques. Ask students question during this time about their comprehension of the lesson.</td>
<td>Students will observe the clay demonstration and ask questions about how to use the materials.</td>
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<tr>
<td>25 min</td>
<td>Observe students while they make their clay slab.</td>
<td>Students will make the base to their tile.</td>
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<tr>
<td>5 min</td>
<td>Clean up.</td>
<td>Clean up.</td>
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</tbody>
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### Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Observe student’s work while making the tiles and the questions they ask.