

West Pender Middle School / Hertz

Lesson Plan Type: Unit – multiple lessons over several class sessions
Pinch Pots

VA SCS 1:

The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

SCS Competency Objective:

- 1.01 Plan and organize for creating art.
- 1.02 Explore strategies for imagining and implementing images.
- 1.03 Recognize in a world of imagination there is no right or wrong, but some solutions are better than others.
- 1.04 Recognize and identify ideas that artists get from a variety of sources.
- 1.05 Understand that ideas evolve over time.
- 1.06 Develop perceptual awareness through the use of all senses.

VA SCS 2: (National Standard 1)

The learner will develop skills necessary for understanding and applying media, techniques, and processes.

SCS Competency Objective:

- 2.01 Recognize the unique properties of various media.
- 2.02 Explore and identify the use of a variety of materials using proper vocabulary and terminology.
- 2.03 Differentiate among techniques and processes for working with each material.
- 2.04 Discover the expressive potential of various media and techniques.
- 2.05 Use art materials and tools in a safe and responsible manner.

VA SCS 3: (National Standard 2)

The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements

SCS Competency Objective:

- 3.01 Recognize and discuss the elements and principles found in the environment.
- 3.02 Recognize and discuss the elements and principles of design in an aesthetic composition.
- 3.03 Recognize and discuss how diverse solutions are preferable to predetermined visual solutions.

VA SCS 4: (National Standard 3)

The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.

SCS Competency Objective:

- 4.01 Recognize and discuss art as a means of communication and persuasion.
- 4.02 Understand the use of life surroundings and personal experiences to express ideas and feelings visually.

VA SCS 5: (National Standard 4)

The learner will understand the visual arts in relation to history and cultures.

SCS Competency Objective:

- 5.01 Demonstrate an understanding that the visual arts have a history, purpose, and function in all cultures.
- 5.02 Identify specific works of art as belonging to a particular culture, time, and place.
- 5.03 Discover relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.

VA SCS 6: (National Standard 5)

The learner will reflect upon and assess the characteristics and merits of their work and the work of others.

SCS Competency Objective:

- 6.01 Describe various purposes for creating works of visual art.
- 6.02 Describe how people's experiences influence the development of specific artworks.
- 6.03 Acknowledge and discuss how other's work and ideas are unique expressions of themselves.
- 6.04 Acknowledge and explain how unsuccessful efforts can be a constructive part of growth in the creative process.

VA SCS 8:

The learner will develop an awareness of art as an avocation and profession.

SCS Competency Objective:

- 8.02 Develop and discuss an awareness of art as an avocation.
- 8.02 Develop and discuss an awareness of art as a profession.

SWBAT / Pacing:

As a result of instruction student will be able to:

1. Understand and discuss safety procedures for clay and glaze
2. Create vases using the pinch method
3. Understand pottery equipment and demonstrate the use of ceramics tools properly
4. Use stamping and impressing methods of decoration on his/her vase
5. Brainstorm and discuss problems and solutions related to pottery
6. Demonstrate scoring and slipping to join clay
7. Use ceramics terms correctly
8. Use glazes to glaze his/her vase
9. Critique and discuss classmate's final products.

Visual References:

American Craft Magazine
Woodwork Magazine
Ceramics for Kids
A Potters Workshop
Physical pottery samples; Lynn Stone candle sticks, L. Hertz bowls and mugs, Erik Hertz bowls, canisters, and mugs
Pottery PPT (teacher produced)
Video clips of wheel demo by Erik Hertz, Hertz Pottery – linked to hertzpotttery.com

Technology Integration:

Links to several pottery / ceramics web sites on the Visual Art page of the WPMS web site.
Students will explore the pottery links during class via intewrite board.
Students will research, view, and discuss pottery from several artists, time periods, cultures and varying «historical significance»
Classes will view and discuss wheel-throwing demonstrations via InteWrite board.
Classes will watch, play and discuss several BrainPOP topics; including, «art concepts – sculpture, imagination, health and safety (asthma/allergies)

Interdisciplinary Crossover:

Interdisciplinary concepts are part of the visual art lesson not a separate component or activity. For example, students must learn safety precautions when handling clay - including how clay dust can contribute to asthma and allergies.

Healthful Living:

Identify the behavioral and environmental factors that contribute to major chronic diseases and the methods for reducing problems associated with common childhood chronic diseases or conditions (asthma, allergies, diabetes, and epilepsy).

Social Studies:

Emphasis on cultural and historical influences while examining subjects, purposes, and styles found art. Studies of specific cultural and regional pieces to include: South American art, pottery, and sculptures.

Language Arts:

Use tests, group and one-on-one critiques, brainstorming, and self and peer assessment to develop oral language and written language for expressive, informational, argumentative, critical, and literary purposes. Student clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion. – verbal testing- generating questions, details, impression/opinion of pots.

Math concepts and skills:

Estimate measurement (dollar is 6 inches) size to equal lbs of clay; use mental computation, estimation, paper and pencil. Apply and use concepts of indirect measurement.

Assessment Strategy:

Formative:

Exit pass (relevant connections)
short answer “What did you learn?” (students must have different answers to build rigor)
class discussion and review of safety procedures
self-assessment
peer assessment (constructive criticism – relationships)
use of rubrics (overall and skill specific)
one-on-one critique
worksheets
BrainPOP activities.

Summative:

Teacher-student conference
self-assessment
test – multiple choice and short answer
final project written assessment and verbal group critique
weekly short answer quiz

Remediation/Reinforcement Activity:

Activities for reinforcement:

Ceramics terminology crossword puzzles
BrainPOP – sculpture, imagination, and drawing activities
Discussion – group and exit pass, buddy pair

Supplements for remediation, multiple learning styles, accommodation and modification:

Handbooks on hand building techniques
“How-To” manuals on clay and pottery
Manuals on glazing pottery
Ceramics for Kids
American Craft
Woodwork Magazine

Instructional Delivery:

Guided Practice:

Anticipatory Set/Warm – Up:

Motivation:

Brainstorming/review session at the beginning of every class session

Review art time rules and safety procedures

Review instruction and lessons from previous classes

Introduce new concepts

Closure and wrap-up

Independent Practice:

Begin, develop, and/or finish current project

Small group work

Clean up and put artwork in designated space

collect materials and wipe down tables

Session 1:**SWBAT:**

Guided Practice:

Discuss clay/ceramics Safety precautions (Health crossover)

Vocabulary/terminology introduction/discussion - Potter/ pottery, clay, pinch, kiln, fire (Language Arts crossover)

Pass out the handout with instructions for students to view during demonstration.

Demonstrate forming the clay into two small balls about the size of golf balls or small tangerines.

Check for understanding not to overwork the clay by continuously flattening it, breaking it apart, etc. as that will dry it out and may work in air bubbles.

Explain how to work in a spiral from the bottom up.

Vocabulary Terminology:

culture

Stoneware

Potter/ pottery

interpretation

aesthetics

score

clay

concept

kiln

art criticism

firing

glaze

pinch

slip

perception

style

Independent Practice:

Students start to make their own with How to Make a Pinch Pot Handout as visual.

Session 3:

Guided Practice:

Demonstrate how to score and slip the edges of the two bowls.

Demonstrate how to connect the bowls together to create a sphere or egg shaped form.

Independent Practice:

Students finish pinch pots by smoothing any cracks.

Students score and slip their pinch pots.

Connect pinch pots to create sphere.

Session 4:

Sketch, estimate, plan for change into personal design

Research

Turn in sketches

Get approval

Discuss with table

Wallace and gromit – what clay can do

Session 5:

Discuss tools and practice

Make slip

Test

Rules and consequences

Ppt

Opinions, would you buy that, hold art

How does that work

Session 6:

What does clay do

Function vs. decoration

Why what makes that good

What is art – how does clay work?

Carving

Adding details

Session 7:

scoring slip

handles and lid

clean fingerprints

discuss glaze colors and how glaze works

firing prep