

Julia Peterson

CCSU Modified Lesson Plan for the Elementary Level

<p>Unit Title: Pinch Pot Workshop</p> <p>Unit Learning Concept(s): Students will learn how the pinch technique is used and the effectiveness of the technique at all stages of ceramic pottery.</p> <p>Where does this lesson fall in the sequence of the unit? (Lesson # 2 of 5 lessons)</p>	
<p>National Visual Arts Standards Addressed:</p> <p>VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment</p> <p>VA:Re9.1.5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.</p> <p>VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking</p>	<p>Steps/Procedure: what steps will you follow? What will students make?</p> <p>Students will roll their clay into a ball, make a hole with their thumb, and use the pinch technique to create a pinch pot that is wider than it is tall.</p>
	<p>Initiation: 2 Minutes</p> <ul style="list-style-type: none">- The teacher reviews the terms from day one in a class discussion on slides 2-4 in the presentation <hr/> <p>Demonstration: 7 Minutes</p> <ul style="list-style-type: none">- The teacher goes through the steps on slides 5-7 to form a pinch pot, students follow along with hand motions without the clay.- Students follow step-by-step demonstrations with the teacher.
<p>Learning Objectives for this lesson: what will they learn (instead of what will they do)? What learning concepts will be introduced? How will this lesson be personalized?</p> <p>Students will know how to create a pinch pot using the pinch technique.</p> <p>Students will be able to identify the stages of ceramic pottery.</p>	

<p>Assessment/Evaluation:</p> <p>Student' pinch pot is wider than it is tall.</p> <p>The pinch pot is not thinner than the student's pinky finger.</p>	<ul style="list-style-type: none"> - Teacher walks around assisting and evaluating student progress. <hr/> <p>Studio time: 15 Minutes</p>
<p>Inquiry: which questions will you ask during introduction/motivation related to the learning objectives?</p> <p>What does it mean when the clay is plastic? What does leather hard mean? What does it mean to use the pinch technique when working with clay?</p>	<ul style="list-style-type: none"> - Students work on their pinch pots with peer and teacher assistance. - The teacher has students write their names on a piece of paper and put it in their artwork. <hr/>
<p>Vocabulary:</p> <p>Clay: it is a material that comes from the Earth. It is under the topsoil and above the bedrock layer in the earth.</p> <p>Pinch: method of applying pressure with the pads of the fingers to manipulate the clay.</p> <p>wet/plastic: clay is easy to mold.</p> <p>Leather hard: clay is wet but somewhat stiff.</p>	<p>Clean up: 15 Minutes</p> <ul style="list-style-type: none"> - The teacher gives students jobs to collect the projects, whip down tables, and clean up table areas. <hr/> <p>Closure: 5 Minutes</p> <ul style="list-style-type: none"> - The teacher reviews the terms on slides 9-10 - The teacher has class discussion questions on slide 11.
<p>Materials:</p> <p>Wirecutter</p> <p>20 pounds of clay</p>	<p>Reference to artist, art form, culture (list specific works of art)</p> <p>N/a</p>

Water buckets and or spray bottles	
Modifications: Smaller/ softer clay	Collaborative experiences Class decisions throughout the class period.

Post-observation Reflection

Central Focus/Learning Concept for this Unit: Students will learn how the pinch technique is used and the effectiveness of the technique at all stages of ceramic pottery.

Learning Objective for this lesson: Students will know how to create a pinch pot using the pinch technique. Students will be able to identify the stages of ceramic pottery.

DATA: What was your source of data? Student work and oral responses (small group and whole class discussions)

% or # of students who demonstrated mastery/understanding	% or # of students who demonstrated proficiency/but still had Qs	% or # of students who struggled with understanding
95%	5%	0%

As you plan for the next lesson:

Think about what worked for whom and why?

Preparing the clay for the students to use eliminated the time I would take cutting the clay, students padding the clay into a ball, and a slow distribution process overall. The usage of a presentation allowed for the sequence of the lesson to flow smoothly. Additionally having written steps/images for the students to reference provides a visual aid for students who are more inclined to reading/ independence. Furthermore, modeling in front of the class and then walking the students through each step ensured each student was reaching the goals. In between each step, I would speak to each table and have the students tutor each other. Occasionally students hearing each other's voices can be an effective method of reaching an understanding for some individuals. The ability to give students jobs during clean-up prompted students to be responsible for their areas and themselves. Lastly, as I moved around the room I showed my example that the students could look at up close and practice the techniques on.

Think about what did not work for whom and why?

This was the first unit that these students have interacted with clay in this school setting. This lesson was the student's second time touching clay for all but one student. A few students made their rims a little thinner than the width of their pinky. The ability to understand the width is a result of them still forming their understanding; these students are learning the skill of pinching. The amount of pressure they needed to apply was not communicating, until I allowed them to practice on my pot with my guidance. On day 3 we can add coils and or adjust as needed.

Based on that information, what instructional strategies are you going to put into place for the students listed above?

For the students who pinched too thin on day three of the lesson, I will reassess if their pot can be saved with coils or if they will need to restart with my/ a peer's assistance. These learners will benefit from more direct group instruction where they can practice using lighter pressure. I will roll a coil and ask the students to pinch hard, medium, and light, to get the right pressure of medium for their pinch pots.