

Lesson Title: _____ Getting Funky with Expression and Ceramics_____

Targeted grade Level: _____ Ceramics 1_(class after an intro to 3d class where they learn to use clay)_____

Anticipated Time Frame: _____2-3 weeks_____

	Lesson Plan	Rationale- a set of reasons to show the significance for the actions described
1.	Conceptual Structure/Big Idea: Expressing Individual Voice	WHY is this a relevant concept for students to explore? How does it connect to contemporary culture and context? It is important for students to learn how to communicate personal narratives through art to better understand their own identity. This is connected to contemporary culture because being able to express your own voice in relation to the world around them can give them the ability to make a change and connect with others.
2.	Essential Questions (BIG overarching questions): Essential Questions.pdf 1. What does it mean to communicate a personal narrative in relation to the world around you? 2. How can you use humor to help express an idea? 3. How do other artists use clay to express themselves?	How are these questions meaningful to the student? How do you know? It is meaningful for students to learn that their own voices and experience matter and can affect the world around them. A lot of artists use humor in their work to discuss issues in the world and I think by showing students that that is an option for them to explore it could open their mind to new ways of making. Clay is such an adaptive material that can pretty much do anything you want, so it is helpful to look at other artists and how they use clay. This can help students to learn new and specific techniques by looking at and taking inspiration from other artists.
3.	Objectives/Outcomes/Learning Targets (<i>what students will DO</i>): Verbs & Criteria for Performance Tasks & Products ILOs.docx Students are expected to... 1. Students will research ceramic artists who embody the funk aesthetic. 2. Students will take inspiration from funk ceramics to make a ceramic object to express their individual voice.	How do the objectives fully support learning and how do they connect to the students' lives? (What evidence can you provide that makes you say this?) The students will be able to apply their own experiences to the art making process. This can help them to discover how to use their own individual voice in art as a way to express themselves and challenge social justice issues. While they won't be directly pushed to make a project involving social justice, students will still be able to express their individual voice and experiences which is as important as them challenging an issue. Ceramics

	3. Students will use their own individual voice and humor to challenge personal, political, or cultural identity.	is a great medium for this because it is adaptable and able to become whatever the student imagines. By having students research a ceramic artist they will be able to take inspiration from one who has a similar experience to them and makes art about it. The funk aesthetic also plays around with humor in relation to social justice. Learning how humor is used in art can help students understand more artwork in the world.
4.	<p>Key Concepts & Understandings (<i>What ideas, facts, and knowledge might the students acquire? Consider art concepts that may help students to understand the big idea as an artist.</i>)</p> <ol style="list-style-type: none"> 1. Students will understand how to apply a personal narrative to a piece of art that can express a greater issue. 2. Students will better learn how to manipulate clay to create a sculpture in a similar style to the funk ceramic movement. 3. Students will learn how artists use satire and exaggeration to express a meaningful topic. 	<p>WHY is it important for students to know these concepts?</p> <p>It is important for students to understand how their own experiences are important in the greater context of the world, and understanding how to create art about those experiences can help connect them to the world around them. This can help students to find a community with others who share similar experiences. Within a ceramic class it is important for students to better their understanding of the material, so by having the students take inspiration from another artist I as the teacher can better individualize my instruction for the students. Using humor in art is an effective way of bringing attention to a piece of art, so by teaching students about it they can use it in future projects.</p>
5.	<p>Standards:</p> <p><u>NVAS:</u></p> <ol style="list-style-type: none"> 1. VA:Cr2.2.IIa 2. VA:Pr6.1.IIa <p><u>Michigan:</u></p> <ol style="list-style-type: none"> 1. ART.VA.III.HS.5 2. ART.VA.IV.HS.2 	<p>NVAS</p> <ol style="list-style-type: none"> 1. Demonstrate awareness of ethical implications of making and distributing creative work. 2. Make, explain, and justify connections between artists or artwork and social, cultural, and political history. <p>Michigan</p> <ol style="list-style-type: none"> 1. Recognize and understand the relationships between personal experiences and the development of artwork. 2. Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places.

6. **Connecting and Responding- Teaching Resources:**
(art work, videos, books, etc. Include LINKS, websites, social media and photos when applicable)

- [Funk Ceramic Artist List](#)
- Robert Arneson




- [worksheet for student](#)
- [Rubric](#)

Explain how the students will explore the concepts of the big idea through artists and their artwork. *What opportunities will the students have to RESPOND to art? Choose artists whose work exemplifies an exploration of your big idea and include examples of the artist's work in your presentation.*

The google doc is a starting place for students to be able to find an artist to research about. I think that this list in combination with the worksheet is good because the students should understand how to google people and learn about them. Plus the worksheet asks them questions. The only artist that I will talk about is Robert Arneson because he is the biggest funk ceramic artist, and I want students to research with me influencing the artist they end up choosing. The worksheet gives them a place to submit photos of their work, but also a place to put research they have conducted. It also gives them a place to reflect on how they think they did in this project. I also made a general rubric for art projects. I personally like when all art projects are graded with the same rubric because then you can better understand where students fall short.

7.	<p>Materials/ Tools/ Art supplies needed <i>(For you and your learners)</i></p> <ul style="list-style-type: none"> ● Teacher: <ul style="list-style-type: none"> ● clay ● clay tools ● wooden boards ● glaze ● slip ● spray bottles ● plastic bags ● Students: <ul style="list-style-type: none"> ● clay ● clay tools ● wooden boards ● glaze ● underglaze ● slip ● spray bottles ● plastic bags ● computer ● paper 	<p>What prior knowledge students will need to effectively use materials to express their ideas? (you may complete this AFTER making your teacher exemplar)</p> <p>Students would already have an introduction to clay, so they understand the basics and how to use most if not all tools. They will have also glazed work before so they will have some understanding of how to use glazes. Students will also have to use computers to do research on an artist, so they should have experience using a computer to do research.</p>
8.	<p>CREATING Lesson Plan Sequence (This will be lengthy and will be broken down into days if need be) <i>How will the art teacher help students artistically and creatively investigate and express the big idea? Explain how you will facilitate the development of knowledge about CREATING/ARTMAKING that will help students explore subject matter, media, and techniques in their own work. How will you weave opportunities for formative assessment and reflecting into the lesson? Bold & DEFINE content specific art vocabulary</i></p>	<p>Share rationale for choices in teaching and learning strategies, here is where I should see additional evidence of the readings. How will you scaffold the lesson to maximize learning?</p>

<p>Day 1:</p> <ol style="list-style-type: none"> 1. I will start by introducing the concept of funk ceramics by showing Robert Arneson's work 2. I will also discuss how funk ceramics use humor to uplift voices. 3. I will then introduce the project to students and explain how they will create a piece about themselves or about an experience they have had, but that it has to in some way use humor and take reference from a ceramic artist. 4. Then I will have students begin to research artists using a list I will provide them. 5. Using their research students will sketch an idea for this project, write how it is going to reference the artist and write two goals they have for themselves for this project. <p>Day 2:</p> <ol style="list-style-type: none"> 1. Once the students are finished with their sketches and have submitted them they can begin to work with clay. 2. I will ask students if they have any questions about what they are planning on making and then do demos and instruction accordingly. <p>Day 3-10?:</p> <ol style="list-style-type: none"> 1. Students will continue to work on greenware <p>After students work is bisque fired</p> <p>Day 1-2?: I will give instructions on how to layer glazes and underglazes to achieve a final product that reflects your intentions.</p> <p>Day 3: After students have finished glazing their pieces they will be asked to submit a photo of their final piece and to do a self graded rubric. They will also split into</p>	<p>The first day is mainly about research and learning about what funk ceramics is. This is where I can introduce the social justice issue and explain why individual voices are important in making a change. I want to not talk for too long this day because I want to give students work time in class to research and pick an artist. If they have time to start sketching they can begin, but I would rather them spend a while researching and just do sketches the next day in class. I can then look through the worksheets and see the demos and instructions I need to give. In ceramic class more than likely everyone will finish at different times, I will move on to the glazing demos once the majority of the class finishes. The glazing demo is so they can better understand how to layer glaze and underglaze to create a more layered and nuanced surface. The final portion of the worksheet is so they can reflect on how they did in this project and how they can improve. I believe self reflection is an important part of the art making process and this offers students a simple and straightforward way to approach it. They will also talk about their final pieces in mini group critiques so they can start to get more comfortable talking about their artwork</p>
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	groups to give mini critiques to each other. I will then take the rubric into consideration when grading their final pieces.	
9.	<p>Explain each of the following strategies for your lesson:</p> <ul style="list-style-type: none"> ● Materials Distribution Students will have necessary tools already at their tables, and they will be able to get clay and glaze as needed. I will just monitor the amount of clay and glaze being used. ● Clean Up They will also be asked to put away still workable clay and to reclaim anything that is dry. Students will then wipe their tables using a damp sponge. ● Storage Students will have a bin or locker to store their projects in. 	<p>Describe possible systems and management strategies: <i>What will YOU do to ensure materials are distributed and that clean-up is orderly and effective?</i></p> <p>There will be tools at their table to share it will be clear if the tools aren't put away and who didn't put them away. Cleaning up the tables is also clear to see who did and who didn't because there will be clay dust where it isn't wiped. This is a class who has used clay before, so I should be able to trust them not to waste materials.</p>
10.	<p>Insert photo of teacher created exemplar here:</p> 	<p>Rationale here should discuss the significance of what was created and address prior knowledge (ideas, context etc.) students will need to understand the lesson content. <i>How does making the artifact help me appreciate how students use prior knowledge and the big idea in their creative processes?</i></p> <p>I wanted to show students how you could take inspiration from a specific piece of art the artist they chose made. Arneson made some toilet pieces so I just wanted to create a toilet with legs to show students they can get goofy with this project and it doesn't have to be serious. But also show students that just because this is goofy it can still reflect things happening in today's culture like how this can be used to talk about bathroom bills like after they are passed it's almost like the toilets are just going to get up and not let certain people use them.</p>

11.	<p>Differentiation, Accommodations, Modifications for this lesson <i>(For differently abled students on any spectrum)</i></p> <ul style="list-style-type: none"> • Differentiation: I will be individualized instructions for students as needed depending on the artists they chose to focus on. • Accommodations: Students will be able to have frequent breaks throughout working whenever needed, so they can remain focused. Deadlines will also be flexible and to accommodate students IEP. • Modifications: This project is for the most part self motivated, so students will be able to modify their projects to best reflect their ideas. I can also extend deadlines if a student chooses to do something ambitious. 	<p>DEFINE each term in relation to education and copy & paste here. Then add your RATIONALE for each.</p> <ul style="list-style-type: none"> • Differentiation: This has to do with how you are changing your instructions to reach more students. I did this by having students tell me what effects they are trying to achieve so I can teach them techniques they need to learn in order to complete their projects. • Accommodations: Anything that has to do with IEPs. For example I have a student with ADHD, so I allow them to take breaks from working to go on walks in order to help keep them focused. • Modifications: What I can do to change a project requirement to better help a student to succeed. This lesson is self directed mainly, so the student can determine what modifications they may need and bring that up with me. I can also extend a deadline for a student who wants to put a lot of extra effort into this project. I can also allow students to bring other materials or surface treatments into their projects if it makes sense.
12.	<p>PRESENTING How will your students' work be PRESENTED and curated? The student work can be displayed in cases in the hallways. The students will also participate in group critiques with the other students at their table. This critique is mainly for the students to get comfortable talking about their artwork with their peers.</p>	<p>Who is the audience? What kind of feedback will the artists receive? The hallway allows for other students to view and see what people are doing in the art classroom. The small group critiques will allow for students to get feedback from their peers, this can help them to grow their own confidence and also learn how to discuss art. I will also be giving them feedback when they turn in their final worksheet.</p>

13.	<p>Assessment Strategies: (Connecting and Responding) What <u>evidence</u> from performances and products demonstrate deep understanding and generalizable new knowledge?) What evidence of pre-thinking, in process ideation and development will be required?</p> <p><i>I will check for understanding by...</i></p> <p>Formative Assessment</p> <ol style="list-style-type: none"> 1. Sketches 2. Progress check ins 3. Peer critiques <p>Summative Assessment</p> <ol style="list-style-type: none"> 1. Final artwork submission 2. Reflecting on goals 3. Student reflection on 	<p>Share rationale for formative and summative assessment, HOW will this reveal knowledge acquired and how they will use it?</p> <p>Using the worksheet I will be able to see where the students started and where they finished. I can also see why they chose the artist that they chose. The writing students do on this worksheet will be able to clue me in on if they understood the big idea. Students being able to reflect on the goals they made at the beginning of the project is important for me to see if they meet the goals, but also for them to understand how they can improve. It also helps to give me a clearer way of grading them because I will be able to assess their progress more than a final product.</p>
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