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| **Name:** | **Jeffrey Frame** |
| **Lesson Title:** | **“Here, have some clay”: A Materials Study** |
| **Grade Level:** | **11-12** |

**Vocab, Art History, Interdisciplinary Connections**

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| **Artist/Culture/Movement Connections**  **Post-Modern, Conceptual** | **Interdisciplinary Connections**  **ELA- written and oral argument** |
| **Art Vocabulary:**  Clay  \*any other vocabulary will be developed by the students during their exploration of the material | **Elements/Principles of Art**  Form (or, more accurately, how to disregard it) |
| **Media and Materials needed:**  clay | |

**Content Standards** (choose 2/3, then delete the ones you didn’t use.

Copy/paste the specific number and text. Link here: https://www.cde.ca.gov/be/st/ss/)

**CREATING**

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

**RESPONDING**

**Anchor Standard 7:** Perceive and analyze artistic work

**Learning Objectives (related to standards, specific to your project)**

**1.** Student will be able to express fascination about a characteristic of clay through visual means.

**2.** Students will develop and apply knowledge of Conceptual art as it pertains to clay.

**3.** Student will be able to defend their artwork and criticize the work of others thorough logical arguments.

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| **Anticipatory Set:**  The anticipatory set for this lesson consists of a discussion about ceramics. The leading question is “what comes to mind when you hear the word ‘ceramics’?”. This question will begin a discussion about the standard approach to clay that enslaves it to commodity, canvas, and form. The discussion will finish with the essential question: “How can we elevate clay beyond commodity, canvas, and form?”. |
| **Big Idea:**  Can the funding challenges faced by art programs be alleviated if lessons portray fine art as a viable career path and teach relevant methods and techniques that will prepare students for such careers? |
| **Essential Question:**  How can we elevate clay beyond commodity, canvas, and form? |
| **Objective/Purpose:**  (For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.):  At the conclusion of this lesson students will be able to: - Identify at least one fascinating material characteristic of clay  - Use clay to create a visual expression of their chosen material characteristic using clay  - defend their work and criticize the work of others using logical arguments. |
| **Model:**  (If you will be demonstrating the skill or competence, how will this be done?):  I will show and explain a “teacher example” \*see attached image |
| **Check for Understanding:**  (Identify strategies to be used to determine if students have learned the objectives.):  Checks for understanding will be through discussions, observation, and individual interviews.  Formative assessments will be in the form of sketchbook journal entries  Summative assessment will be a preliminary critique and self-reflection journal entry that will set students up for the next lesson which focuses on refinements of their arguments. |

**Step by Step Instruction of Lesson**

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| **Instructional Strategies**  **(what the teacher does)** | **Activities**  **(what the students do)** |
| **Day 1**  **- Anticipatory set:** Guide discussion about ceramics. \*see anticipatory set box for details  - **Short lecture on Conceptual art:** use Sol Lewitt’s wall drawings to illustrate the point of conversation over aesthetics.  **- Supervise materials “play”:** instruct students to simply play with the clay you gave them, their goal is to identify something about the clay that fascinates them. Provide areas where they can make messes, smash the clay, throw the clay, etc.  **- Closure:** Conduct a short discussion about what we found fascinating about clay. This is a forum for students to share what they discovered.  - **Assign homework:** Instruct the students to complete a sketchbook journal entry that states the material characteristic of clay that they found fascinating and why. | **Day 1**  **- Anticipatory set:** Participate in the discussion.  - **Short lecture on Conceptual art:** listen to the lecture about Sol Lewitt.  **- Materials “play”:** play with the clay, do whatever you want with it and identify one thing you find fascinating about it.  **- Closure:** Participate in the closing discussion; share what you discovered.  **- Homework:** Complete the journal entry with enough detail so that any reader can understand what you’re talking about. |
| **Days 2 & 3**  **Studio day:** circulate among the students while they construct 3 examples of the argument they developed for day 1’s homework. | **Days 2 & 3**  **Studio day:** Complete 3 different examples of the argument you developed for day 1’s homework. |
| **Day 4**  **Preliminary critique:** Guide the discussion as students present the examples they created and state their arguments (present yours first so they know how to do it). Provide insights and constructive criticism.  **Self-reflection journal entry:** Show students how to incorporate critique points into a reflective journal entry using yourself as. Model. | **Day 4**  **Preliminary critique:** Present arguments and supporting examples. Give feedback to peers.  **Self-reflection journal entry:** Use insights from the critique to complete a reflective journal entry. |

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| **Critique/Discussion:** The lesson will conclude with a critique; students will present and defend their work while their peers provide constructive criticisms. The point of this exercise is not to “get it right” but to provide a known starting point for the next lesson.  Following the critique, student will complete a self-reflection journal entry so that their thoughts will be recorded while the experience is still fresh in their minds. This entry will serve as a guide for the next lesson. |

**Assessment/Scoring Rubric**

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| Criteria | 0 | 1 | 3 | 4 |
| Completed visual examples of an argument. | Completed no examples | Completed 1 example | Completed 2 examples | Completed 3 examples |
| Argument is logically expressed by clay creation | Argument is not “tight”, no logic applied. | Clay creation is supported by an argument, but there are many holes in the logic. | Clay creation is supported by an argument, but there are some holes in the logic. | Clay creation logically supports the argument. |
| Homework Journal entries | Did not complete. | Entries address the prompt but leave many areas unexplored. | Entries address the prompt but leave some areas unexplored. | Entries address the prompt in a thorough and academic manner. |
| Critique and self-reflection | Did not present or participate. | Presentation lacked confidence and provided little insight and criticism for peers. | Presentation was adequate and provided some insights for peers. | Confident, academic presentation of work, and provided insightful and constructive criticisms to peers. |