

Unit Plan- Lanterns

Jackson County High School- Simonds

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Big Idea:

- Students will be creating clay lanterns building on their introduction to slab-building and other ceramic techniques. Students will respond to a chosen theme related to their identity.
- A number of artworks will be shown to demonstrate different contemporary and older techniques of ceramic lantern making.
 - Garden lanterns in Japan are a tradition that began thousands of years ago with Buddhist origins. Some of the contemporary examples we discuss are inspired by this tradition.
 - Several contemporary artists included: Karen Rich Beall, Leela



Chakravarti:

Relevance for Learners:

- The Intro class has a wide array of student interest in ceramics; some want to take the advanced classes too, some show mild interest, and a few may have taken the class simply for a credit. This unit is aimed to support Intro ceramics skills such as slab-building and other decorative techniques. To support student interest and individual relevance, there is ample freedom thematically. The prompt is about their identity, so the project engages their interests and personality. This freedom allows students to respond in a personal way creating a wide variety of artwork based on the student and their context.

Rationale Grounded in Contemporary Theories of Art Education:

- Backward Design of Unit

- To design this unit, I first began with the goals and objectives for student learning. These skills needed to fit within the curriculum of Mrs. Simonds classroom, so I worked backwards. At this point in the semester, students need to build skills in slab-building and support their creative thinking skills, so the lesson was developed from there.
- *Understanding by Design*, Wiggins and McTighe
- Embracing Subjective Assessment
 - Students will be assessed in four categories: Creativity, Content, Craftsmanship, and Commitment. Breaking down assessment within these four categories allows for subjective and objective assessment to be combined.
 - *Embracing Subjective Assessment Practices*, Leslie Gates

Key Concepts/Understandings (Objectives):

- Students will understand slab-building techniques, textural decoration, sculpting, and cutting-out from clay to create a unique ceramic lantern.
- Students will document and reflect on their process through planning, research, and writing.

Essential Questions:

- How can we develop a theme relevant to our personal identity?
- How can we visualize a three-dimensional form with two-dimensional planning through sketches and writing?
- How does slab-building work? And how can we incorporate texture, sculptural elements, and cut-outs to create a lantern?


Established Goals:

- NAEA National Art Standards,
 - VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
 - VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.
- Georgia State Standards
 - VAHSCR.CR.1 Visualize and generate ideas for creating works of art
 - VAHSCR.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

Evidence of Understanding:

- Students will present their research and planning through their pre-project workbook packet.
- Students will create a clay lantern including the following requirements:
 - Slab-building
 - At least 5 inches tall/wide
 - Lid with flange
 - $\frac{1}{3}$ Walls cut-out
 - Hand drawn and stamped texture
 - Sculptural element included
- Students will present their chosen theme through their lantern and then write about this theme in their final artist statements.
- Students will respond to traditional and contemporary lantern forms through their own interpretation of a lantern functionally and aesthetically.

Instructional Materials:

- Powerpoint:  Lanterns- JCHS Spring 2024
- Planning Workbook and Artist Statement Page: [Canva Lantern Workbook](#)

Schedule for Unit

Week 1		
Date:	Lesson:	Notes:
Monday- 2/5	Intro to Lantern Project, Planning Workbook	<ul style="list-style-type: none"> Introducing new unit: Lanterns Discussing requirements, grading, and planning packet Time to work on planning packet Lesson 1
Tuesday- 2/6	Planning Workbook and Peer Review (Workday)	<ul style="list-style-type: none"> Time to work on planning packet Peer review of plans
Wednesday- 2/7	Making Stamps	<ul style="list-style-type: none"> Intro and demo to making stamps out of clay Discussion of texture Worktime Lesson 2
Thursday- 2/8	Planning Workbook and Stamps (Workday)	<ul style="list-style-type: none"> Workday for planning packet and stamps
Friday- 2/9	Planning Workbook and Stamps (Workday)	<ul style="list-style-type: none"> Final workday for planning packet and stamps Checking packet and collecting all stamps

Week 2		
Date:	Lesson:	Notes:
Monday- 2/12	Rolling Slabs and Creating Texture	<ul style="list-style-type: none"> Introduction and demonstration for rolling slabs and creating texture Lesson 3
Tuesday- 2/13	Rolling Slabs and Creating Texture (Workday)	<ul style="list-style-type: none"> Students work on rolling slabs and creating texture
Wednesday- 2/14	Assembling the Lantern	<ul style="list-style-type: none"> Introduction and demonstration for assembling the lantern

		<ul style="list-style-type: none"> ● Lesson 4
Thursday- 2/15	Assembling the Lantern (Workday)	<ul style="list-style-type: none"> ● Students work on assembling their lantern and aim to finish by the end of class
Friday- 2/16	No School	---

Week 3		
Date:	Lesson:	Notes:
Monday- 2/19	No School	---
Tuesday- 2/20	Lids, Cut-outs, Sculptural Elements, Feet	<ul style="list-style-type: none"> ● Lesson 5 ● Finishing up the project by working through last requirements ● Some short demos and then independent work
Wednesday- 2/21	Finishing Up, Glaze Convo (Simonds)	<ul style="list-style-type: none"> ● Emphasis on self-pacing through process ● Also beginning glazing their last projects ● Workday
Thursday- 2/22	Finishing Up and Glaze (Workday)	<ul style="list-style-type: none"> ● Workday
Friday- 2/23	Finishing Up and Glaze (Workday)	<ul style="list-style-type: none"> ● Workday

Week 4		
Date:	Lesson:	Notes:
Monday- 2/26	Finishing Up and Glaze (Workday)	<ul style="list-style-type: none"> ● Reminders about artist statement packet ● Workday
Tuesday- 2/27	Finishing Up and Glaze (Workday)	<ul style="list-style-type: none"> ● Final full workday

Wednesday- 2/28	Project Due and Group Mini-show	<ul style="list-style-type: none">• Project due with artists statement sheet by end of class• Mini-viewing for ten minutes with brief reflection
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Lesson Plan 1: Intro to Lantern Project, Planning Workbook

Dates: 2/5-2/6

Lesson Rationale:

- Students will be introduced to the unit and project: Lanterns. Students will understand the packet structure, writing component, main goals, assessments, and process for the project. Students will then brainstorm and sketch their responses to the prompts.

Key Concepts and Understandings:

- Students will understand the big goals of the project, the specific requirements and steps to succeed. They will also get a preview and base understanding for the steps for the project. Students will understand how to brainstorm, research and sketch for their project.

Essential Question(s):

- What are the main goals and steps to succeed for the next project?
- How can we work through our ideas to create a more meaningful and complex artwork?

Lesson Goals (National and State Standards):

- National Standards:
 - VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.
 - VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.
- State Standards:
 - VAHSCR.CR.1 Visualize and generate ideas for creating works of art.
 - VAHSCR.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.

Evidence of Understanding/Objectives:

- Students will follow along with a presentation of the next project.
- Students will begin the planning process for their project.

Differentiation:

- During the instruction itself, I will use a variety of formats to explain the project. I will use visual and written prompts through a slideshow and walk around the room looking for any visual prompts from students of confusion or distraction. I will check in with those who have previously shown and discussed difficulty focusing or absorbing instruction and work through the packet with them.

Important Vocab and Definitions:

- Slab building-
 - a form of hand-building where students roll out flat “slabs” of clay and assemble or shape them
- Texture (stamping and drawing)
 - Subtractive decoration techniques can and should be both stamped and hand-drawn
- Lid & Flange, Feet
 - Lid closes the form of the lantern and the flange is the small rim of clay on the interior that prevents the lid from sliding. Feet are on the bottom of the structure and lift it to create depth and support or just decoration
- Slip & Score
 - Process for assembling or attaching clay to clay that makes it secure
- Construction and template
 - Constructing the box form and using a template measured and cut out of cardstock paper to create precise walls of clay

Lesson Overview:

- **Starter:** Students come in and sit down. Good morning block 1, 2, 3! It is a new project day. I will be the primary teacher for this unit so please come to me with any questions or concerns, but that does not mean Ms. Simonds is not here as well. There will be times where she can answer questions with more skill, experience or understanding.
- **Overview of lesson:** Powerpoint:
 - Discussing themes, main objectives, big goals for the end of project. Then specific requirements, structure of packet etc. Talking through the process at the end.
- **Tap into prior knowledge:** Connecting to some skills they have and the packet they did previously.
- **Introduction of artist:** Several artist examples
- **Art making activity:** Brainstorming, sketching, research at the end, but today is mostly lecture and chatting.

- **Monitoring of Students:** I will walk around the room and check in with students about their ideas and work and give advice, redirection, or help when needed. I will remind students of phone policies and technology use.

Clean-up Procedures:

- Students would usually have a clean-up procedure for clay work, but since it is just sketching and conversation students will gather their things and leave when the bell rings.

Closure:

- Closure is brief and usually just incorporates reminders about the week, due dates, and any homework.

Lesson Plan 2: Making Stamps

Dates: 2/7

Lesson Rationale:

- Students will create a handmade stamp using handbuilding and carving techniques. Students will design and plan for this stamp to be incorporated as a texture in their lantern piece.

Key Concepts and Understandings:

- Texture is important to the complexity and depth of ceramic artwork. Creating a stamp for textural details or patterns is another strategy of surface design.

Essential Question(s):

- What texture can we create with a handmade stamp to support our design?
- How can we plan our design reflecting the theme of identity in the overall project?

Lesson Goals (National and State Standards):

National Standards:

- VA:Cr2.1.1Ia Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- VA:Re.7.1.1Ia

Georgia State Standards:

- VAHSCR.CR.1 Visualize and generate ideas for creating works of art.
- VAHSCR.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

Evidence of Understanding/Objectives:

- Students will create their own stamp and use it to create texture in their piece.
- Students will present their chosen theme connected to questions of identity and this theme will be present in the design of their stamp.

Differentiation:

- During the instruction itself, I will use a variety of formats to explain texture and the stamp-making process. I will use visual and written prompts through a

slideshow, a short video with audio and visual explanation, as well as a physical demonstration with examples available for students to hold and analyze.

- For the activity, those who struggle with mobility are accommodated through different space, desk, and shelving. I will work with one student who has primary function in one hand to roll coils and carve with one hand. Other students with processing or learning differences will be given extra instruction.

Important Vocab and Definitions:

- Relief Carving- carving into a solid piece of clay or other material to create a design
- Tools-
 - Needle tool
 - Carving tools
 - Canvas Board, Bag, Etc.
- Coiling- Technique of handbuilding involving rolling clay into long 'coils' and attaching to each other to build height or form.
- Hand-building- Type of ceramic process in which one builds by hand instead of throwing on the wheel.
- Bisque Firing- The first round of firing in the kiln that turns greenware (can be changed) into bisqueware (cannot be changed).

Lesson Overview:

- **Starter:** Students will come in and retrieve their supplies from the shelves and get settled in their space.
- **Overview of lesson:** Quick powerpoint and video describing the stamp and its function within the larger project.
- **Tap into prior knowledge:** We will be connecting the stamp back to the subtractive component of project 1 and the use of stamps in other settings (ink stamps, etc.)
- **Introduction of artist:** There is the artist from the video, but otherwise I am not sure this mini-lesson calls for a contemporary artist.
- **Art making activity:** We will begin with an intro, video, and demonstration with students. The demonstration will involve me showing and verbally explaining each step including; creating a small coil with the clay, pressing down to create a large flat surface, carving the design using different tools, showing what it will look like when fired, and showing how to use the finished stamp. I will then let students break off and give them the option of sketching or having them jump right into it. I will pace around the room and assist students as needed.

- **Monitoring of students:** I will walk around the room and check in with students about their ideas and work and give advice, redirection, or help when needed. I will also be pacing students as this should be a very brief lesson, not even the full period.

Clean-up Procedures:

- Following the normal routine, students will have the last 8 minutes to wrap their projects, turn-in finished work, put away their supplies, and clean their area. A timer will remind them when it is that time.

Closure:

- I will chat with students about their stamps as they finish up and give them any pointers for the next workday. I will also remind them about the schedule for the week and a brief intro to the following week, due dates, etc.

Lesson Plan 3: Rolling Slabs and Creating Texture

Dates: 2/12-2/13

Lesson Rationale:

- Students will learn the first steps in making their lanterns; rolling slabs and creating texture on those slabs. These slabs will then create the four walls and base for the lantern and the texture will add depth of decoration.

Key Concepts and Understandings:

- Students will understand how to roll even and consistent slabs.
- Students will learn how to create hand-drawn and stamped texture.

Essential Question(s):

- How can we create even and consistent slabs?
- How can we incorporate our theme through texture? Both hand drawn and stamped?

Lesson Goals (National and State Standards):

- National Standards:
 - VA:Cr1.1.1a Use multiple approaches to begin creative endeavors
 - VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- State Standards:
 - VAHSCR.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.
 - VAHSCR.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

Evidence of Understanding/Objectives:

- Students will create enough clay slabs for their four walls and base.
- Students will incorporate texture on all four walls.
- Students will include their chosen theme into their design choices.

Differentiation:

- Students will be provided different forms of instruction both group and individual. As a group we will start with a powerpoint presentation and I will leave images and written instructions up throughout the class period. Then, we will have a

physical demonstration where students can watch the process in real time and ask any questions they may have.

- Then, I will work with students individually who have different needs. Some may need repetition of instructions and breakdowns of each step. One student will need a different option for rolling slabs to accommodate a physical disability which will be explained to her. Some ELL students may also need individual conversations with translation.

Important Vocab and Definitions:

- Slab building-
 - a form of hand-building where students roll out flat “slabs” of clay and assemble or shape them
- Texture (stamping and drawing)
 - Subtractive decoration techniques can and should be both stamped and hand-drawn
- Construction and template
 - Constructing the box form and using a template measured and cut out of cardstock paper to create precise walls of clay

Lesson Overview:

- **Starter:** _Students will come into the room and sit at their usual seats. When the bell rings they know to focus their attention up front for the start of the class.
- **Overview of Lesson:** I will chat with students about the process for the day and the important requirements of slab-building and the purpose of it in the bigger project. We will also discuss texture. After the powerpoint portion I will do a physical demonstration.
- **Tap into prior knowledge:** We will chat about what they remember from the first project for slab-building and what they could use to create texture.
- **Introduction of artist:**_Not applicable for this lesson.
- **Art-making activity:** Students will jump right in. Most will spend a day rolling and cleaning their slabs and begin texture the following day. After their texture is completely done they can cut the exact shapes out of the slabs using the template given to them.
- **Monitoring of students:**_I will walk around the room for the majority of the class and check-in with each student multiple times to make sure they understand the process and any questions or issues they have can be addressed.

Clean-up Procedures:

- Following the normal routine, students will have the last 8 minutes to wrap their projects, turn-in finished work, put away their supplies, and clean their area. A timer will remind them when it is that time.

Closure:

- I will chat with students about their work as they finish up and give them any pointers for the next workday. I will also remind them about the schedule for the week and a brief intro to the following week, due dates, etc.

Lesson Plan 4: Assembling the Lantern

Dates: 2/14-2/15

Lesson Rationale:

- Assembling the lantern is a key point in the lantern process. Students will learn how construction with clay works and understand the stages of clay better to build their introductory ceramic skills. Students will also have to problem solve at this stage in their process.

Key Concepts and Understandings:

- Students will understand how to construct a slab container.
- Students will solidify their understanding of attaching clay processes.
- Students will understand how their two-dimensional planning comes together to form a three-dimensional form.
- Students will utilize problem solving skills and creative thinking when facing challenges during the process.

Essential Question(s):

- How can we attach clay slabs together to create a box form using correct ceramics techniques?
- How do our two-dimensional plans translate to a three-dimensional form?

Lesson Goals (National and State Standards):

National Standards:

- VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- VA:Cn10.1.IIa: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking

Georgia State Standards:

- VAHSCR.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.
- VAHSCR.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

Evidence of Understanding/Objectives:

- Students will create their box form and understand slab-building techniques.

- Students will connect their planning to their in-progress work and visualize next steps toward their project's success.

Differentiation:

During the instruction itself, I will use a variety of formats to explain the project. I will use visual and written prompts through a slideshow and walk around the room looking for any visual prompts from students of confusion or distraction. I will check in with those who have previously shown and discussed difficulty focusing or absorbing instruction and work through the packet with them.

I will also do a live demonstration of the process which students should work on and facilitate questions. I will check for visual cues of understanding and encourage students to view the example and ask questions on their own as well.

Important Vocab and Definitions:

- Slab building-
 - a form of hand-building where students roll out flat “slabs” of clay and assemble or shape them
- Texture (stamping and drawing)
 - Subtractive decoration techniques can and should be both stamped and hand-drawn
- Slip & Score
 - Process for assembling or attaching clay to clay that makes it secure
- Construction and template
 - Constructing the box form and using a template measured and cut out of cardstock paper to create precise walls of clay
- Plastic and Leatherhard
 - Plastic- a stage of clay in which the clay is still moldable (when it is brand new it is plastic)
 - Leatherhard- a stage of clay in which the clay is more solid and can move without losing shape (this is important for the box building)

Lesson Overview:

- **Starter:** Students will come into the room and sit at their usual seats. When the bell rings they know to focus their attention up front for the start of the class.
- **Overview of lesson:** I will chat with students about the plan for the day and the importance of following along with the step-by-step process. I expect this to be a big problem-solving day so I will encourage students to keep working through challenges and if they are stumped, advocate for themselves and ask for help.

- **Tap into prior knowledge:** We will recap the 'leatherhard stage' of their clay and discuss where they should be to start. They should have prepared four sides and a base ready for assembly.
- **Introduction of artist:** Not applicable in this lesson, though we may look at reference photos from AMACOs helpful step-by-step.
- **Art making activity:** We will then jump into the steps. I will use images and accompanying captions to explain the steps and I will leave this up on the board. Then, I will do a short demonstration of the process to show everyone the process and talk through the details of each step including; visualizing/set-up, slip and scoring, assembling one corner, blending, adding supportive coils, and repeating the same process.
- **Monitoring of students:** I will walk around the room and check in with students about their work and give advice, redirection, or help when needed. Some students were interested in different shapes or forms, so we will have individual conversations. I will remind students of phone policies and technology use and encourage students to stay on task.

Clean-up Procedures:

- Students clean up when the timer for 8 minutes left goes off. They tidy and store their tools and work and clean up their area.

Closure:

- I will chat with students about their stamps as they finish up and give them any pointers for the next workday. I will also remind them about the schedule for the week and a brief intro to the following week, due dates, etc.

Lesson Plan 5: Lids, Cut-outs, Sculptural Elements, Feet

Dates: 2/20

Lesson Rationale:

- Students will learn about creating a lid, cutting out holes in their form, and adding sculptural elements. Each of these are new skills to intro students and will help build their ceramic knowledge as well as add to their lantern project.

Key Concepts and Understandings:

- Students will understand how to construct lids to fit to their box or container form.
- Students will understand how to create clean cut-outs.
- Students will implement their theme and creative take on the lid and other elements.
- Students will understand their projects progress and pace themselves through next steps.

Essential Question(s):

- How can we construct a lid to fit our box both functionally, aesthetically, and thematically?
- How can we create clean and creative cut-outs?
- How can we continually connect to our theme throughout each step of the project?
- How can we plan and pace our progress through a more independent class format?

Lesson Goals (National and State Standards):

National Standards:

- VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- VA:Cn10.1.IIa: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking

Georgia State Standards:

- VAHSCR.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.
- VAHSCR.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

Evidence of Understanding/Objectives:

- Students will create their lids, cut-outs, and continue to refine their piece.
- Students will understand what stage their work is in and understand where to go next.
- Students will present their connection to the chosen theme through each element of their project.
- Students will work independently and take ownership of their project, but ask for help when needed.

Differentiation:

During the instruction itself, I will use a variety of formats to explain the project. I will use visual and written prompts through a slideshow and walk around the room looking for any visual prompts from students of confusion or distraction. I will check in with those who have previously shown and discussed difficulty focusing or absorbing instruction and work through the packet with them. I will also do a live demonstration of the process which students should work on and facilitate questions. I will check for visual cues of understanding and encourage students to view the example and ask questions on their own as well.

This week is more loosely structured so those who are behind have freedom to catch up, those who are on track can continue with each step, and those who are ahead can move on to finishing touches and continue pushing their work. I will discuss where students are on an individual basis and guide them to next steps.

I will also check in with English Language Learner students on their understanding of the demonstration and content. We will work together using a digital translator if needed and chat about their projects progress.

Important Vocab and Definitions:

- Slab building-
 - a form of hand-building where students roll out flat “slabs” of clay and assemble or shape them
- Slip & Score
 - Process for assembling or attaching clay to clay that makes it secure
- Construction and template
 - Constructing the box form and using a template measured and cut out of cardstock paper to create precise walls of clay
- Plastic and Leatherhard
 - Plastic- a stage of clay in which the clay is still moldable (when it is brand new it is plastic)

- Leatherhard- a stage of clay in which the clay is more solid and can move without losing shape (this is important for the box building)
- Flange-
 - The slab or coil piece of clay under the lid that holds it in place and prevents the lid from sliding

Instructions (Activities and Procedures): 2/20

- **Starter:** Students will come into the room and sit at their usual seats. When the bell rings they know to focus their attention up front for the start of the class.
- **Overview of lesson:** I will chat with students about the plan for the day and mention we have a demo ahead. I will also mention the steps we have for the week as students are self-pacing and at different stages. I will chat with students about individual interests and needs for the next steps of their project.
- **Tap into prior knowledge:** We will recap where students should be with their box form. I will also remind students of the stages of clay and the importance of keeping their clay leatherhard.
- **Introduction of artist:** Not applicable in this lesson, though we may look at example photos briefly.
- **Art making activity:** We will then jump into the demo. I will call students over to the demo table and discuss what we are covering; lids and cut-outs. I will then spend about 5-8 minutes creating and talking about the lid process. I will then spend about 2-4 minutes on cut-outs. I will chat about overall craftsmanship and individual needs for lids as well. I will dismiss the class to go get started and remind them to advocate for themselves if they have questions. I will ask students who are interested in a different shaped lid to stay and continue working with me at the demo table. Overall, students have about an hour of working time on their piece.

Instructions (Activities and Procedures): 2/21

- **Starter:** Students will come into the room and sit at their usual seats. When the bell rings they know to focus their attention up front for the start of the class.
- **Overview of lesson:** I will chat with students about the plan for the day and remind them what they should continue working on. Students are self-pacing and at different stages through lids, cut-outs, sculptural elements and more. I will chat with students about individual interests and needs for the next steps of their project.
- **Tap into prior knowledge:** We will recap where students should be with their box form. I will also remind students of the stages of clay and the importance of

keeping their clay leatherhard. I will also remind them of pacing and the coming due date next Wednesday.

- **Introduction of artist:** Not applicable in this lesson as today is just a workday.
- **Art making activity:** I will chat briefly at the beginning of class and then I will dismiss the class to get started and remind them to advocate for themselves if they have questions. I will remind students if they are curious about different methods and techniques to talk to me and we can work together. Today is a work day so students will be spending their time working through lids, cut-outs, sculptural elements, decoration, or the feet. This week and next are a studio-style self-paced format. On 2/20, students have about an hour and 15 working time for their piece total.
- **Monitoring of students:** I will walk around the room and check in with students about their work and provide direction as to next steps. Some students are ahead so I will prompt them to continue to challenge themselves and chat about what they could add. Some students were interested in different shapes or forms for their lids, so we will have individual conversations. I will remind students of phone policies and technology use and encourage students to stay on task.

Clean-up Procedures:

- Students clean up when the timer for 8 minutes left goes off. They tidy and store their tools and work and clean up their area.

Closure:

- During these final stages of the project, I will continually remind students about the upcoming due date and requirements for the project. We will discuss timelines and their progress before the bell rings and they leave.