

S. Pijanowski // Art

Unit 4- Creating 3D Art

Lesson 4- Sculpting Clay Dinos

Lesson Overview:

Students will learn about 3D art through clay sculpture. Students will experiment with sculpting techniques, learn about color schemes and patterns, and create an environment and story with their art.

Unit/Week Overview:

Monday: Learning about idea generation for creatures and understanding basic sculpture techniques.

Tuesday: Learning about the clay drying process and beginning to build an environment for the clay critter.

Wednesday: Considering color schemes and layering and adding a base-coat to the clay dinos.

Thursday: Learning about line and pattern to add detail to the dinos. Discussing craftsmanship for final details and reflecting on the class projects.

Friday: Fitness Friday

Standards:

Unit 3: Creating 3D Art

Explores how art is present in many aspects of our lives, how it functions in various world cultures through studying clay, sculpture and other 3 dimensional processes and techniques.

- VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
- VA3.CR.4.b Create ceramic works of art incorporating multiple clay techniques and methods (e.g. pinch, coil, slab, score, slip, join).
- VA3.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).
- <https://inspire.gadoe.org/collection/50.004/0>

Lesson Procedures

- We will begin class lined up at the door with a reminder of expectations. Students will be reminded of pom-pom points as a positive behavior incentive.
- Students will go to the rug and show they are “ready to learn”; sitting on the rug, voices off, turned toward the board.
- The project will be briefly introduced and different types of dinosaurs will be discussed. The class will discuss real and imaginary attributes they could add to their dinosaur.
- Students will watch a short demonstration of how to begin building a dinosaur and at least four different sculpture techniques; roll, pinch, coil, bend, etc.
- Students will be instructed to write their name on their name plate while materials are distributed. Once they have their materials, they may begin. Emphasis will be placed on problem solving, working together and experimenting.
- When finished, students will place their work on the board, clean up, and free-draw.
- Clean up in the last 5 minutes of class and pom-pom points when lined up.

TKES Standards:

1. Professional Knowledge- The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
 - a. This lesson demonstrates understanding of each of these factors through its alignment with the state and county curriculum standards. The lesson includes various instructional strategies from short lectures, discussion, to physical demonstrations. The lesson is relevant by incorporating idea generation, experimentation, and various art-making materials and skills. All of these are key to success in the art room and beyond.

2. Instructional Planning- The teacher plans using state and local school district curriculum and standards, effective strategies, resources, and data to address the differentiated needs of all students.
 - a. The state and local curriculum provide structure for standards of learning, but flexibility for student process and projects. Instruction incorporates not just lectures, but demonstration, discussion. Differentiation in this lesson includes multiple strategies; individual time for coaching and instruction, shifting project requirements to student interest and engagement, changing materials, and having options for extra time.

3. Instructional Strategies - The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning & to facilitate the students' acquisition of key knowledge & skills.
 - a. This particular lesson uses several engagement strategies in the initial portion of the lesson such as group discussion, thumbs up/thumbs down.

3. Differentiated Instruction - The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

- b. Differentiation in this lesson includes multiple strategies; individual time for coaching and instruction, shifting project requirements to student interest and engagement, changing materials, and having options for extra time. Each aspect of the project can be adapted to skill levels and ability.
4. The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
 - a. Most of the lesson focuses on formative assessment throughout the week. This can mean brief check-ins with students during class or looking at their work later to inform who may need extra help. The summative grade comes later when the project is completed and I can set the finished project alongside formative assessment notes from the week. The S or N is based on student participation, demonstration of effort, and reflection of the concepts taught each day.

5. Assessment Uses - The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students & parents.
 - a. Formative assessments/ learning checks allow for reflection and adjusting the lesson if need be. For example, if I check students' understanding of sculpture techniques throughout class and half of them struggle with the concept. The next day I will start off class explaining it in a new way. Then, I may check in with those students and see if the second explanation was helpful.
6. Positive Learning Environment - The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
 - a. Pom-pom points are the art classroom positive reinforcement system. Classes work together to earn points each day; coming in quietly, listening to instructions, using the right voice levels, working hard, cleaning up. Working hard is understood to also include being respectful to one another in the classroom.
7. Academically Challenging Environment - The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.
 - a. Students are covering advanced concepts in sculpture work that is challenging for their grade level. In their own art-making, students are expected to be problem solvers and communicate with one another to work through problems in their artwork. This builds their creative thinking skills to turn mistakes into something new.
8. Professionalism - The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.
9. Communication - The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

