

Spring 2023 **Heart Group**



# CEHS Teaching Experience

Sadie, Lucy, Gracie, Celina

# Observations

## Observation Dates

- February 7
- March 23

We observed during the face sculpture assignment and worked alongside the kids.

Our second observation was a work day and students were working on several different projects.



# Observations

## Major notes:

- Students are very independent and generally quiet
- Students are divided generally by Ceramics I and II
- Students enjoy separate forms of planning: sculpey, sketching, discussing
- Students have access to chromebooks for research, photo references, and some watch movies while they work
- Mrs. Garland has structures in place for intros, demos, and end-of-projects



# Conclusions from Observations



What to consider:

- Students are not very extroverted, discussion should be considered and structured with this in mind
- Students may need differentiation in pacing and media, sketching, digital, maquettes
- Students experience is limited in Ceramics I, but they have a good understanding of basic building and decoration techniques



# Lesson Planning

## Process Focus

- Slab-Building
  - We were focused on slab-building as our building technique
  - Plates are a good intro to slab rolling

## Thematic Focus

- Home-made arrangement
  - Students would create plates or bowls to be hung in a local restaurant
- Theme: What does home mean to you?
  - Defining home in different capacities



# Lesson Planning

During our second observation, Mrs. Garland requested for some changes to our lesson plan. She wanted to incorporate more sculptural elements as the original home-made idea fell through. She expressed less emphasis on where the objects would go and more emphasis on the design elements to be included

We quickly switched our plan to incorporate these changes for the student interest and classroom circumstances



# Lesson

Teaching Dates:

- March 28
- March 30

Students will be using slab building methods to create dishes with at least one sculptural element and one decorative technique that capture the feeling of home for the students.



# Lesson



## Process

### Day 1: Intro

- Presentation on building process, decor techniques and thematic inquiry
- Students begin building and brainstorming. They can create three tiles to experiment with sculpture and decor techniques

### Day 2: Building and Decoration Demo

- Short reminder presentation of process and demo on inlay, the decorative process
- Students continue building and adding detail to sculptures, some may begin inlay



# Lesson

## Beyond our Instructional Days

We are hoping students finished their building by the end of the week so they could decorate after spring break.

Students should experiment with traditional surface painting, inlay, and/or sgraffito.





## Assesment:

In an attempt to keep consistency with Mrs. Garland's classroom systems we asked her to assess and reflect based on her existing format.

- Student response: title card and statement turned in with photo of their work
- This gives students a chance to explain their connections to the theme of home and their thoughts on the process

## Objectives 1

Have the students take part in the ideation process that is discerning what their own associations with home are.

## Objectives 2

Students have a grasp on the slab technique and can create dishes through the slump method.

## Objectives 3

Students will be able to incorporate 3 dimensional elements onto their plates that intersect with their themes



# Problems

Our first issue was that home.made's part in our lesson fell through. We were able to quickly adjust our lesson to not include the restaurant.

We also realized with Mrs. Garland's advice that our lesson was missing something. We added a sculptural component to have students engage in the piece more.

Our only other problem was that we didn't have enough time to follow through the whole lesson with the students. However, that was out of our control.



# What we would change?

If given more time, we could have maybe tweaked the lesson a bit more considering the changes Heather wanted to make last minute. We also might include more in detail paper instructions for the continuation of the work after we left. Encouraging sketching would also served our lesson better if we implemented it more.



# Connections

01

When creating this theme, we considered the nuances of how home may not look the same for every student. With this in mind, we landed on the lesson we presented, where students could take the idea of home and personalize it to their personal experience.

02

We approached differentiated learning in a way where students had the opportunity to brainstorm in differing ways. Students could sketch, practice on tiles, or simply begin their plates.

03

Our lesson ultimately connects to the overarching theme of community, as home and familiar relations play a large role in the progression and evolution of a community at large.



# Conclusion

Despite certain plans or ways we thought the lesson would go, our lesson still went well with the students. Many of them were a little confused with the prompt, but once they started working, they were able to derive meaning and memorie attached to their themes.

Also, the original plan with home.made did not work out, but the students seemed to enjoy making their plates and tiles.