Dan Schler Lesson Plan

**Content Area:** Art

**Instructional Method:** Skills/Demonstration

**Topic For lesson:** Clay Processes

**Standards met:** (Standards with Grade Level Expectations for High School Students):

1. Observe and learn to **Comprehend**: Art and design have purpose and function

3. Invent and Discover to **Create:** Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas

**Objectives:** TSWBATdemonstrate an understanding of clay processes (wedging, slip and score, and coil/slab building) by building a tiny sculpture in one class period (hour and a half).

**Materials and resources needed:** Art classroom (sweep-able floor preferably),Clay, water, rolling pin, flat surface, individual clothes to cover where clay will be, sculpture tools (pick), fired clay pieces that were failures (blew up, fell apart, cracking, etc.) and, an imagination!

**Set/hook:** I will be in pottery uniform (apron, clay on my hands and maybe in my beard). I will show a few examples of artwork that have blown up in the kiln to get their attention. Then I explain why that happened. “Because the artist did not wedge the clay before using it, it exploded! Do you see that arm to the dinosaur over there? Well it fell off because the artist did not slip and score. The pot here in my hands is cracking and falling apart because the artist did not use proper coil/slab building techniques”!

**Procedures/steps for teaching within the Skills Format:**

* After I have the class’s full attention I will demonstrate the proper way to wedge clay. Wedging is used to remove any air bubbles still inside the clay. Key concepts are keeping the hands close to each other, and distributing your weight into the clay evenly to force out any air bubbles (easier to do than explain, that’s why a demonstration is key).
* During the wedging demo I will have a few volunteers try to wedge. This allows students to participate and keeps their focus. At this time I will check for understanding by seeing if they have any questions. It is important they understand that if the clay is not properly wedged it has a higher chance of exploding in the kiln when being fired.
* Then I will demonstrate coil and slab building techniques by: rolling out a coil of clay in the shape of a thin hot dog. With the coil I will break it into sections and create circles with them.
* Then I will demonstrate the slip and score technique for applying two pieces of clay together. I will do this by scratching (score) up the surface of boil coils (it’s only necessary to scratch the areas of clay where they will be joined together). Then I will add a tiny bit of water (slip) to the scratched areas of clay. Then apply the two circles together.
* Then I will choose a couple more volunteers (different students than before) and have them create a couple coils then apply them together using the slip and score technique. During this time I will check for understanding by seeing if anyone has questions. It is important to note that if the slip and score method is avoided there is a higher risk for joined pieces coming apart as they dry
* Then I will demonstrate slab building by taking a chunk of clay and flattening it into the shape of an even pancake (slab) with the rolling pin. Then I will cut out two even rectangles (equal length and width to each other). However this time I will see if the students can transfer knew knowledge and infer what to do next. This is used to check for understanding. If the students who volunteer have a strong understanding of the processes, then they will use the slip and score method when combining the two slabs together.
* Then the rest of class (an hour or less depending on how the demo went) will be an opportunity for the students to apply those processes to a tiny sculpture of their choosing.

**Closure:** The last ten minutes of class, there will be group discussions. Students will partner up with another student and explain what they created and where in the piece they applied the processes. If the students explored and found something out through the process, then they share with each other. During this time, the teacher will walk around and listen to and/or ask questions to do one last check for understanding.

Dan Schler Lesson Plan

**Content Area:** Art

**Instructional Method:** Inquiry Teaching

**Topic For lesson:** Mixed media experimentation

**Standards met:** (Standards with Grade Level Expectations for High School Students):

2. Envision and Critique to **Reflect:** Reflective strategies are used to understand the creative process

3. Invent and Discover to **Create**: Assess and produce art with various materials and methods

**Objectives:**

TSWBAT experiment with materials to solve or create newquestions.

TSWBAT expand on prior/newfound knowledge by further experimentation with materials and/or processes.

**Materials and resources needed:** Art classroom (sweep-able floor preferably), watercolor paper, watercolor paint, acrylic paint, food (food coloring, pepper, sugar, salt, oil, vinegar, water, crackers, pretzels, and gold fish)

**Set/hook:** Teacher will say: “Often times, we artists use food in our artwork. Many different foods have different reactions to paint. It is up to you to experiment and find out interesting ways to make a mixed media artwork in one class period. The mixed media artwork can be anything of your choosing. Your grade will be determined by how in depth you go and whether or not you hypothesize what will happen when you add one material to another. Use your time wisely and try not to eat all your food!

**Procedures/steps for teaching within the Skills Format:**

* To begin, the students will spend the first 10 minutes of the class coming up with hypothesis’s on what they think will happen when they add one material to another. They will write these hypothesis’s down in their sketchbook.
* Students will then gather their materials. Everyone will be given a cup consisting of crackers, goldfish and pretzels. Students can trade food items if they want more goldfish or something else.
* The next hour of class will be time for experimentation/investigation: students will begin to test their hypothesis. Example: “When I add salt to the watercolor paint this strange texture is revealed.” The students can choose to have a bunch of different pieces of paper to test out their hypotheses or they can use one giant sheet.
* During this whole time the teacher is walking around taking notes of what is being discovered. This is where the teacher checks for understandings and or problems/solutions as they arise. As a part of the lesson it is important for the teacher to be a steal trap (not revealing any information). It is up to the students’ to solve problems and experience the beauty of discovering something for themselves (life skills).
* The last 20 minutes of class will be spent observing and listening to each other about what they discovered. This time is designated for the students to check out what their peers discovered and gives them the ability to learn through each other.

**Closure:** Then the last few minutes will be a short write-up in their sketchbooks about which hypotheses were correct and which one’s failed. Also, two things they learned and how they would apply those new processes to a work of art. This will be a ticket out the door to assess student learning.

Dan Schler

**How to Apply Debate/Discussion, Concept teaching, and Cooperative Learning in an art classroom**

They’re many things to discuss and/or debate when it comes to teaching art. What is art? How do artists justify prices for their artwork? Are artists selfish? These ideas can be topics for a good debate and/or discussion. The teacher’s goal when teaching this strategy is to guide the debate/discussion free of personal opinion. It allows people with fixed ideas to see the “other side of the spectrum”. It’s also a great tool to use for developing relationships between students and it deepens conceptual understanding. However, it is important to not let the conversation/debate get out of control. The teacher should be present as a mediator and able to calm things down if it gets to that boiling point.

I would use concept teaching when talking about art history or different processes used in the art making process. For example: What is an example of a Renaissance work of art and what is not (have artworks from previous and later art movements to challenge them)? What is an example of Lithography and what is not (have other types of printmaking techniques to challenge them)? Concept teaching is great at helping students recognize attributes about a concept by comparing it to something that it is not. As an art teacher I can get very creative and test understandings by using the example/non-example method.

When I think of Cooperative Learning I have all these beautiful ideas of the possibilities of collaboration. There could be whole units designated to cooperative learning in art. Projects like murals and sculptures that allow multiple imaginations to collide. As I grew older and matured as an artist, I started to collaborate with some of my peers on art projects (this collaboration lead to higher levels of thinking and understanding). Ideas that one might never have thought of become available when working with someone else. When students collaborate, they are using a very essential life skill, and that is to work together. Also, when collaborating much can be done. There are more hands that are able to get more work done!