May: Art Grade 1 May

Content Area: **Art**
Course(s):
Time Period: **May**
Length: **4Weeks**
Status: **Published**

Unit Overview

This month students will:

Using the pinch pot technique to handbuild with clay

Practice attaching 2 pieces of clay: score, slip, blend

Using glaze to patterns onto fired clay

Enduring Understandings

There are certain techniques to handling clay to create art using this medium.

Essential Questions

How do you handbuild with clay?

How do you attach two pieces of clay?

How do you glaze a clay creation?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Resources
Using the pinch pot technique to handbuild with clay	Clay bell's for Mother's Day	Teacher observation	Examples of bells

Practice attaching 2 pieces of clay: score, slip, blend Using glaze to patterns onto fired clay	Clay ball size of fist, make into pinch pot the shape of a bell, thinner at edges hole at the top under the handle Make a handle and any other designs desired Roll a small ball for "dinger" Poke hole in it. Glaze Add dinger with wire and plastic bead at top, dinger inside		

Integration of Career Readiness, Life Literacies and Key Skills

Students will work with clay and paint safely, according to instructions. They will work out problems with the

construction of the bell, with guidance from the teacher.

They will learn about pottery making career paths.

9.4.8.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Technology and Design Integration

Students will understand the function of a Kiln in creating art.

ITH	Interaction of Technology and Humans
	Human needs and desires determine which new tools are developed.
8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
8.2.2.ITH.2	Explain the purpose of a product and its value.

Interdisciplinary Connections

LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SCI.K-2.5.2.2.B.a	Some properties of matter can change as a result of processes such as heating and cooling. Not all materials respond the same way to these processes.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will create a bell to the best of thier skill when working with clay.

Support will be offered based on need.

Additional techniques will be shown to students who can artistically evolve the project beyond the basic requirements.

For Gifted:

Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading. Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness. Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high. Avoid drill and practice activities. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material. Encourage students to make transformations- use a common task or item in a different way. From http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf

Modifications & Accommodations

Accomodations based on the IEP will be utilized.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and

can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Each stage of the building process will be observed and adjusted by the teacher.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher records of skill growth using different media.

VPA.1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
VPA.1.3.2.D.CS3	Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Final bell project.

Instructional Materials

Samples of bells

Clay

tools

kiln

Standards

1.5.2.Cr	Creating
1.5.2.Cr1	Generating and conceptualizing ideas.
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr2	Organizing and developing ideas.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.Pr4	Selecting, analyzing, and interpreting work.
1.5.2.Pr4a	Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
1.5.2.Pr5	Developing and refining techniques and models or steps needed to create products.