

Lesson Plan Title: Favorite Food Length: One to Two Days

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

As group before, discuss these questions:
Can anyone explain how to slip and score?

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

You are a clay master and you want to showcase who you are to the world! you have already made a bunch of your favorite things out of clay and today you have decided that you want to work on creating your favorite food to add to your collection of art work of your personal interests. You also want to have a story for people to read that talks about why the food you chose to build with clay is your favorite.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Expression
Emotion
Observation
Improvisation

Shape Technique

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.**

Art work can be planned in two-dimensional format, then created into three-dimensional works of art.

Artists can make art about subjects that are personal to them and create background stories and environments to support artist intent.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.

Should be written as: Objective. (Bloom's: - Standard: - GLE: -Art learning: -Numeracy, Literacy, and/or Technology)

1. After reading If You Give A Mouse A Cookie, TSWBAT explain features of their favorite foods in detail. (Bloom's: Understanding - Standard: # 2 - GLE: # 2.1 - Art learning: Discuss - Numeracy, Literacy)
2. Using details that they remember of their favorite food, SWBAT sketch two images of their favorite food to plan for their sculptures. (Bloom's: Applying - Standard: # 1 - GLE: # 1.2 - Art learning: Ideation - Numeracy, Literacy)
3. After watching a demo on clay, TSWBAT use slip and score and coil building techniques to create at least one clay sculpture of food. (Bloom's: Creating - Standard: # 4 - GLE: # 4.1 - Art learning: Application - Numeracy)
4. After watching a slide show on contemporary food, TSWBAT identify the art work of David Gihooly, Claes Oldenburg, and Car Warner refer to them at least once in planning or the final sculpture. (Bloom's: Remembering - Standard: # 2 - GLE: # 2.1 - Art learning: Contemporary Artists - Numeracy, Literacy)

5. After finishing their sculptures, STWBAT explain and defend their decision making process for the creation of their sculpture. (Bloom's Understanding - Standard: # 2 - GLE: # 2.1 - Art learning: Reflect - Numeracy, Literacy)

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p> <p>Draw favorite food in sketchbooks.</p>	<p>Expression (Products and/or Performance)</p> <p>Students can create works in a two-dimensional format.</p>
	<p>Extensions for depth and complexity:</p> <p>Access (Resources and/or Process)</p> <p>Paint or draw a background scene for artwork.</p> <p>Explain why you created your food or create a story that uses the food.</p>	<p>Expression (Products and/or Performance)</p> <p>Discover environment where art can be displayed.</p> <p>Explain intention and personal relation or integrate art into verbal communication.</p>

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Vocabulary: Favorite, Coil, Pinch, Slip and Score

Literacy: reading of *If You Give A Mouse A Cookie*; Create a story explaining food choice

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

Clay
Cup for water
Cardboard to build on
Sculpting tools
Rolling tools
Sketchbooks
Colored pencils
Paper
Paint
Paintbrushes
Plastic bags for wrapping clay

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

David Gilhooly



Unknown artist



Claes Oldenburg



Carl Warner



Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

Create own food sculpture

Prepare slide show

Prepare clay so ready for each individual student

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

Be aware of where the clay ends up, even though we are making food, we do not want to put it in our mouths!

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do to motivate students and get them thinking and ready to participate**. **Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.**

1. What are some different types of food?
2. What is your favorite type of food?
3. Are fruits and vegetables food? Are they good for you?

4. What kinds of food do you like? Chinese? Italian? Spicy? Cold? Crunchy?

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

- Verbally discuss what the students are interested in.
- Show examples of food, talk about food from other cultures
- Sketch to plan

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day	Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND	Time
1	<ol style="list-style-type: none"> 1. Begin class by reading <i>If You Give A Mouse A Cookie</i> This will get students think about foods. We will be discussing our favorite foods today <ol style="list-style-type: none"> a. What did you think is the mouses favorite food? Cake? Vegetables? Spaghetti? 2. Have a power point that has images of different kinds of foods and contemporary artists who use food as one of their main concepts. <ol style="list-style-type: none"> a. Spaghetti, ice cream, corn, McDonald's-What from McDonald's? Chicken nuggets? Burgers?- Hot Dogs, Chicken, soup, apple. b. Claes Oldenburg, Carl Warner, David Gilhooly. 3. Have students go and sketch out TWO different types of food that they think are their favorites. 	<ol style="list-style-type: none"> 1. Listening critically: the art of silent dialogue <ol style="list-style-type: none"> a. Making plausible inferences 2. Listening critically 3. Generating or assessing solutions; Thinking independently 	<ol style="list-style-type: none"> 1. 8:15 2. 8:25/8:30 3. 8:35

<p>4. After students sketch there will be a demo on how to use clay.</p> <p> a. show students how to roll out coils, how to make flat round pieces, slip and score</p> <p>5. Students will be given time to work on their clay pieces</p> <p>6. Clean up</p> <p> a. Before clean up starts students need to write their names on their cardboard</p> <p> b. One person from each table will pick up water cups. A different student from each table will be responsible for making sure all tools are in buckets.</p> <p>7. Have a class discussion about what students learned. Their favorite part of working with clay. Anything they didn't like about working with clay.</p> <p>Depending on where student work is at the end of class we will either begin the drying process or wrap pieces up to keep them soft and usable until next Friday</p>	<p>4. Analyzing actions</p> <p>5. Thinking independently; comparing and contrasting ideals with actual practice</p> <p>6. Exercising fair-mindedness</p> <p>7. Practicing Socratic discussion</p>	<p>4. 8:45</p> <p>5. 9:15</p> <p>6. 9:25</p> <p>7. 9:30</p>
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Student reflective/inquiry activity:
Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Artist statement: Why is this food your favorite? How will people know? Is there a time that you remember eating this food that would help people better understand your love for it?

<p>Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?</p>	<p>Post-Assessment Instrument: How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.</p>
<ol style="list-style-type: none"> 1. After reading <i>If You Give A Mouse A Cookie</i>, did the student talk about characteristics of a favorite food in a group discussion. 2. Using details that they remember of their favorite food, did the student sketch two images of their favorite food to plan for their sculptures? 3. After watching a demo on clay, did the student use slip and score and coil building techniques to create a clay replica of their favorite food? 4. After watching a slide show on contemporary food, did the student identify the art work of David Gihooly, Claes Oldenburg, and Car Warner? 5. After finishing their sculptures, did the student verbally communicate their decision making process for the creation of their sculpture? 	<p>Name: _____</p> <p style="text-align: center;">Favorite Food Rubric</p> <ol style="list-style-type: none"> 1. Describe characteristics of a favorite food. _____ 2. Sketch two images of favorite food using remembered details. _____ 3. Use skills from clay demo to create favorite food replica. _____ 4. Identify and discuss contemporary art work. _____ 5. Share decision making process. _____ <p>Super Duper: Work is finished, unique, and has a lot of detail.</p> <p>Good Work: Work is finished, unique, and has detail.</p> <p>Okay: Work is finished with little detail.</p> <p>Almost There! : Work is not finished.</p>

<p>Self-Reflection: <i>After the lesson is concluded</i> write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.)</p>
<p>Nicole:</p> <p>What worked well for this art experience? Why? Working with clay worked well for this lesson. The students had all asked multiple times to work with clay. We also read a book which I think the kids were excited about because we usually just do Powerpoints to introduce.</p> <p>What didn't work well was that some students didn't have an end product. They started to create some really great food things but then ended up destroying them and not having anything but a blob of clay at the end of class.</p> <p>I would have a set requirement of things that the students need to have. They need to have at least one food item made out of clay by the end of class and it has to be a certain size.</p>

Jenna:

What worked well for this art experience? Why?

Overall, I think the class was really successful. The students really liked the theme and the medium. Student were engaged the entire time and surprisingly did the clay techniques we taught (slip and scoring and coiling).

What didn't work well for this art experience? Why?

There was a table of two students that were playing with the clay, but did not actually produce a product in the end. When it was getting towards the end of class, I asked what one student was creating and he said nothing. So I told him, "It's going to be sad when everyone else has sculptures to paint next class and you have nothing." He began to work again after that, but in the end did not have a sculpture.

What would you do differently? Why?

If I were in this situation again, I would spend a little more time to try and get him engaged. I would ask him questions about what he is interested in and how he could make art about something relevant to him. Also, I could have found out if he was not interested in clay or if it was the theme and change the plan for him. If he needed, he could paint instead of sculpt, or sculpt something else other than food. I do not want any of my students to not create work because they are bored or uninterested. So next time I need to make sure I find a way for every student to be engaged.

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.