

VISUAL ART LESSON PLAN

UWM METHODS TEMPLATE

UNIT TITLE: Earth, Art, and Innovation

Big Idea: Environmentalism and Sustainable Art forms

(3-4 sentences describing the core concepts for the unit and why it matters)

Considering sustainable art forms for any age group when teaching is important. New exciting ways to be more conscious of the environment and change is a key part of helping students grow their artistic practices and conceptual ideas. With the ever changing aspects of environmental issues around the globe students can explore sustainable art and also apply it to future projects of ideas.

LESSON OVERVIEW #2

Lesson # 2 Ceramic Chia Pets

Number of Teaching Days Planned for this Lesson: 2 days crafting ceramic piece, one day planting seeds after fired

Lesson Description: (Include concepts, artists and art activities that will be introduced in this lesson)
This unit introduces students to ceramics while incorporating environment by planting chia seeds on fired pieces. Students will learn ideation processing skills by sketching and brainstorming ideas in their sketchbooks of what object/animal/face they will make for their chia pet. In this lesson students will also learn basic slip/score, pinch pot, and additive/subtractive techniques and vocab.

Knowledge of Students To Inform Teaching

Age Group of Students: 11-14

How does this lesson connect with and build on students' previous/subsequent knowledge ?

In the previous lessons, we introduced student to upcycling by taking plastic bags and learning to crochet with them, but for the more earth aspect, we want to take a deeper dive into growing things, gardens, and teaching about sustainability practices in regards to connectedness with nature. Not all students have access to a place to garden, and this can introduce them to this idea of the practice while being household friendly.

What are the developmental characteristics of these learners that are relevant to this lesson? (physical, social/emotional, cognitive). Describe how this lesson meets the

developmental characteristics of your age group and why they might find this lesson engaging and appropriate?

This lesson is well-suited for learners who are developing fine motor skills, creativity, and problem-solving abilities. Physically, working with clay helps strengthen hand-eye coordination and dexterity, which is essential for students refining their motor skills. Socially and emotionally, collaborative discussions about sustainability and artistic choices encourage peer interaction, self-expression, and confidence in sharing ideas. Cognitively, the lesson supports critical thinking by guiding students through ideation, planning, and execution, reinforcing their ability to transform conceptual ideas into tangible art. The hands-on, sensory-rich experience of molding clay and later growing chia seeds adds an interactive and rewarding element, making the lesson engaging and

What are common misconceptions or challenges in relation to this lesson and how will they inform your planning for instruction?

Common misconceptions in this lesson may include the belief that ceramics is purely decorative rather than functional, misunderstanding the importance of proper slip and score techniques for attaching pieces, or expecting immediate plant growth after seeding. Additionally, students may struggle with controlling clay thickness, leading to cracks or breakage. To address these challenges, instruction will emphasize hands-on demonstrations, visual examples, and guided practice to reinforce techniques. Discussions on patience in both the ceramic process and plant growth will help set realistic expectations, ensuring students remain engaged and understand the connections between art, science, and sustainability.

What adaptations and consideration are needed for instruction for whole class, individuals, and students with specific needs?

- **For the whole class:** Provide clear step-by-step demonstrations, visual examples, and a written checklist of key techniques (slip/score, pinch pot, additive/subtractive). Allow for guided practice before independent work and encourage peer discussions to generate ideas.

- **For individuals:** Offer one-on-one check-ins to support students who may need extra guidance with clay techniques or ideation. Provide alternative tools for students who may struggle with hand strength or dexterity. Allow flexibility in design choices to accommodate different skill levels and creative expression.

- **For students with specific needs:**

Provide adaptive tools such as textured grips for easier clay manipulation. Offer verbal, visual, and physical prompts to reinforce steps. Allow extended time or simplified versions of the project if needed. Incorporate sensory considerations, such as providing gloves for those sensitive to clay texture or offering alternative materials like air-dry clay for students with mobility challenges.

WISCONSIN CORE ART STANDARDS (list grade level specific number and text)	LEARNING OBJECTIVES (Aligned with 4 core Artistic Processes identified in NCAS: Creating, Responding, Presenting, & Connecting)
<p>A.A.R.11.m: Describe – Students will describe details, subject matter, context, and the formal characteristics of an artwork using art and design vocabulary.</p> <p>A.A.R.12.m: Analyze – Students will compare and contrast the use of media, design principles, and context to influence ideas, emotions, and actions.</p> <p>A.A.R.13.m: Interpret – Students will interpret the formal and expressive qualities in a work of art or design and integrate those qualities into their own work.</p> <p>A.A.R.14.m: Inquire – Students will compare and contrast the intent of art based on an analysis of subject matter, details, media, and context.</p> <p>A.A.R.15.m: Evaluate – Students will create a convincing argument critiquing artwork and design utilizing established criteria, considering style, process, media, and artistic goals.</p>	<p>Interpreting Works of Art:</p> <p>(For example: Students will demonstrate an understanding of (Big Idea) by interpreting the works of (Artists/Visual & Material Culture).</p>
<p>A.A.Cr.5.m: Experiment – Students will experiment with various materials, methods, and approaches to develop artistic skills and express their ideas.</p> <p>A.A.Cr.6.m: Organize – Students will apply artistic knowledge to organize and plan artworks, considering media, techniques, and design principles.</p> <p>A.A.Cr.7.m: Develop – Students will refine and revise their artwork based on feedback and self-reflection.</p> <p>A.A.Cr.8.m: Synthesize – Students will use multiple approaches and media to develop personal expressions and artistic solutions.</p> <p>A.A.Cr.9.m: Realize – Students will create, refine, and complete an artwork that demonstrates technical skill, creative problem-</p>	<p>Developing Works of Art:</p> <p>(For example: Students will effectively create/skillfully apply (technical skill or medium).</p>

solving, and thoughtful decision-making.	
<p>A.A.Cn.1.m: Investigate – Students will investigate how art reflects and is influenced by history, culture, and societal issues.</p> <p>A.A.Cn.2.m: Relate – Students will analyze and interpret how personal, social, cultural, and historical contexts influence artistic decisions and the meaning of artworks.</p> <p>A.A.Cn.3.m: Synthesize – Students will create artwork that demonstrates an understanding of how visual art relates to personal experiences, cultures, and global perspectives.</p>	<p>Relating Art to Context:</p> <p>(For Example: Students will demonstrate an understanding of (Big Idea) through the creation of (Artmaking Outcome).</p>

KEY VOCABULARY

(List & define in developmentally appropriate language key vocabulary for the lesson. Include relevant conceptual and art-specific language to be taught.)

Slip- A thick liquid mixture of clay and water used as a bonding agent in pottery or ceramics, often applied to join pieces of clay together or as decoration

Score- To scratch or roughen the surface of clay before adding slip and another piece, ensuring a better bond between the two parts

Additive- A method of working with clay where additional material is added, such as clay coils, slabs, or details, to create the desired shape or decoration

Subtractive- A technique where clay is removed or carved away from a larger mass to shape the piece, as opposed to adding material (additive)

Texture- The surface quality of a clay piece, whether it's smooth, rough, or patterned, which can be created through various techniques like carving, pressing, or imprinting

Pinch pot- A basic hand-building technique in ceramics where a ball of clay is pinched and shaped into a bowl or vessel by using the fingers

Wet clay- Clay that is fresh and soft, still workable, and pliable, before it begins to dry out or harden

Leather hard- Clay that has dried slightly but is still firm and damp to the touch. It's strong enough to be handled but still soft enough for carving, trimming, or adding additional clay

Bonedry- Clay that has dried completely and is no longer damp. At this stage, the clay is fragile and ready to be fired in a kiln

Bisque- Clay that has been fired once at a low temperature to remove moisture and harden it, but has not yet been glazed

Kiln- A high-temperature oven or furnace used for firing clay to harden it, and for other processes like glazing

DETAILED PLANS FOR INSTRUUCTION

The following sections are detailed, chronological descriptions of teacher and student activities and learning tasks in your lesson. For each you must plan for how to **transition** from one activity to the next
These will usually include:

Review (where appropriate),

Motivation/introduction -often a children's book, video, game, or some other motivator for learning

Looking and talking about art -Teacher and the children look closely at an artist's work and use words to describe and analyze it

Demonstration, Teacher shows how to use new tools and techniques

Studio practice and art making, Students are making art using these tools and techniques

Closure activities Review learning, clean up,

ACTIVITY #1

Title: Brainstorming a chia pet!

Description:

Students will brainstorm ideas in their sketchbook of what they will make their chia pet. (Thinking about animal, objects, characters, faces) Considering will the chia seeds grow. Thinking about the pinch pot form and how they will elaborate on it to make a new form that correlates with their planned design. Required to make four complete thumbnails.

Materials:

Sketch books, writing utensil, ideation process cheat sheet (includes questions to consider when making their design).

Instructional Strategies & Learning Tasks

Students will receive an ideation guided sheet of what to consider while sketching and ideas of how to set up their thumbnails.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
1:00-1:15	Ensuring students have ideation process cheat sheet and walking around to talk to students about their 4 thumbnail drawings and ideas.	Creating 4 complete thumbnail design drawings in their sketchbook of ceramic chia pet designs.	Making a list on objects and ideas before attempting to draw.
Transition			
1:15	Giving time warnings before cleanup and transitioning	Putting away writing utensils and sketchbooks then	Option to sit or stand at demo

	students to demo table.	transitioning to demo table.	table.
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Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Initial: Sketches and/or written points showing the initial ideas of their chia pet concept.

Form: Further developing sketches to a complete idea. Connecting ideas to the overall theme of environment and sustainability. Seeing consideration of where the seeds will be planted in sketches, why students choose their ideas, what the ideas mean students.

Summ: 4 complete thumbnails are drawn while also considering the directions and ideation reference worksheet.

ACTIVITY #2			
Title: Ceramic demo			
Description: Teachers will perform a demonstration of the pinch pot form which will be the base to student chia pets. Slip and score will also be demonstrated. These basic ceramic skills will provide students with beginner ceramic knowledge and help prepare them to start creating their own piece.			
Materials:			
Clay, cava board, slip, ceramic tools, paint brushes, sponges, water, rib tool, plastic bag, vocab and step-by-step handouts.			
Instructional Strategies & Learning Tasks			
Students will receive vocab sheets, pinch pot and slip and score anchor charts to refer to during demo and into their own crafting of their piece.			
Time	Teacher Activities	Student Activities	Differentiation/Adaptations
1:15-1:30	Demo: teachers demo pinch pot and slip/score attachment. Discussing vocab on handout and engaging with students about process and vocab.	Participating in discussion during demo about steps and processes. Maintaining classroom expectations of listening and being appropriate.	Option to sit or stand during demo. Can phone a friend if needing help during discussion and answering a question related to vocab/pinch pot/slip score.
Transition			
	Making sure students have all	Students gather correct materials	

**1:30-
1:35**

materials and feel comfortable with the next steps of forming from their sketched out ideas.

and go back to their spots where teachers pass out remade bags of clay.

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Initial: Opening conversation about vocab, pinch pots, slip and score. Understanding students' connections to terms and phrases. What do they know initially...

Form/Summ: Asking questions throughout and at end of demo: What is the first step to a pinch pot? What should the width of the clay be? What stage is the clay at now? How do we know when the clay is ready to be fired? What is slip? What is slip and score used for? What is important so clay does not blow-up in the kiln?

ACTIVITY #3			
Title: Ceramic chia pet work time			
Description: Students will have work time to develop their pinch pot form and start using slip/score techniques to create desired idea based on their sketches from earlier.			
Materials: Clay, cava board, slip, ceramic tools, paint brushes, sponges, water, rib tool, plastic bag, spray bottle (water) vocab and step-by-step handouts.			
Instructional Strategies & Learning Tasks vocab and step-by-step handouts that students can refer to while crafting their ceramic piece. teachers walking around to make sure students understand processes and are building based upon instructions and their ideas from ideation.			
Time	Teacher Activities	Student Activities	Differentiation/Adaptations
1:35-2:20	Ensuring students are using correct techniques and thinking about the object as a chia pet (considers where the seed texture will be added in the next class)	Demonstrates the pinch pot base form and develops the form with slip/score into their desired animal, character, object...	Students struggling to form a pinch pot can build on a flat hand built slab.
Transition			
	Making sure	students follow	Teacher or peers

<p>2:20- 2:30</p>	<p>students are cleaning up, helping place students' work on trays, ensuring bags are secure and sprayed.</p>	<p>directions when cleaning up, rinsing supplies in buckets rather than sink, securing bags and spraying inside to keep clay moist, placing their piece(s) in designated area.</p>	<p>can assist students needing extra clean-up help.</p>
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Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Initial: Students gather correct materials and follow clear expectations of what they should be making with the clay.

Form: Students base their chia pet form from the pinch pot technique and also start to build from their ideation sketches and ideas.

Summ: Pinch pot and slip/score techniques were used. A basic form is completed and ready to move into additive/subtractive finer details next class. Width of clay is consistent to what was mentioned in demo (not too thin, not too thick, width of pinky finger). Clean up process was followed and ceramic piece is put in designated area.