

Term: 27/10

Lesson No 1

Class: Yr 8 2

Thematics	PEOPLE	OBJECTS	ISSUES / THEORIES	Date	
	OTHER LIVING THING	PLACES / SPACES	EVENTS		
Forms	2-D	3-D	4-D		
Frames	STRUCTURAL	SUBJECTIVE	POST MODERN	CULTURAL	
Conceptual Framework	AUDIENCE	WORLD	ARTWORK	ARTIST	
The Practices	ART MAKING	ART HISTORICAL	ART CRITICAL		

Rationale	Students learn:
	<ul style="list-style-type: none"> • The principles of hand building clay construction (slab, coiling and pinch) • Experiment with pinch pot construction technique • To use a range of styles that make use of the conventions of the field • About artistic practices, conventions and procedures that inform the approaches to artmaking of different artist's, group of artists and artistic movements

	ARTMAKING OUTCOMES
	5.4 investigates the world as a source of ideas, concepts and subject matter in visual arts 5.6 demonstrates developing technical accomplishments and refinement in making artworks
	CRITICAL AND HISTORICAL OUTCOMES
	5.7 applies their understanding of aspects of practice to critical and historical interpretations of art

MATERIALS AND PREPARATION (INCLUDING ICT)	PRE-REQUISITES (prior knowledge, skills etc)
<ul style="list-style-type: none"> • Booklet: word bank and intro, things to know, pinch technique, coil technique, slab technique sheets • clay pre-cut • Clay making tools / samples 	<ul style="list-style-type: none"> • n/a

ASSESSMENT PROCEDURES

Formative:

- Questioning
- Worksheet – tips and tricks for clay work
- Metalanguage

	TIME	ACTIVITY SEQUENCE	Procedures
EXPLORING Introduction	10	<p>LESSON FOCUS: Students knowing the foundation of ceramics in the way of hand building, slab, pinch and coil techniques</p> <ul style="list-style-type: none"> • Mark roll • Explicitly tell students behaviour and work expectations • class/ teacher read through booklet: (word bank, intro, things to know) • Discuss students prior knowledge Hands up who has made clay? Give examples of ceramics? where do we see clay? • Students to highlight word bank words while reading 	<ul style="list-style-type: none"> • Write on board Clean up expectations 1. Artwork put on back table 2. Wipe tables down with wet cloth 3. Rinse cloth and wipe a second time 4. Dry with newspaper • Objectives 1.read through booklet 2. watch and take notes during demo 3. hand in completed booklet with name on front 4. make pinch pot 6. clean up • Students line up • Students enter room: bags under tables, required equipment out • Students wait for instruction <p>Student sitting in group at big table make sure enough table space and chairs</p>

D E V E L O P I N G b o d y	15	Clay master class <ul style="list-style-type: none"> teacher lead demonstration and talk on pinch, coil slab and joining techniques teacher to talk through steps and give tips and tricks to students students to write down tips and tricks Joins- dry to center, dry opposite directions if not joined properly = causes cracks and breaks Check in through questioning Before students get clay, students must hand in booklet with name on it 	*Clean up procedures on board
	20		

R E S O L V I N G C l o s u r e	10	<ul style="list-style-type: none"> collect booklets with names on go through rules for clean-up of clay students to clean up – tables to be checked by teacher If not finished, cover in plastic bags with name 	*Reinforce clean up procedures – allocate jobs <ul style="list-style-type: none"> Students to put chairs under table Wipe desks down and equipment away
--	----	---	--

EVALUATION			
OUTCOMES	RESOURCES / ENVIRONMENT	PRESENTATION / STRATEGIES	INTERACTION & COMMUNICATION
Were they experienced / achieved / developed? Why/Why not? How do you know?	Were they appropriate / utilised? Why/Why not? How do you know?	Were these appropriate? Why / Why not? How do you know?	Was this appropriate? Why / Why not? How do you know
5.6 developing technical skills. ↓ following criteria ↓ product pinch pot.	students engaged through questioning ↓ responses every student participating	Explicit instructions makes difference to all presentations	I became better once knew students names. ↓ need to tailor instruction to specific students * ask names when students respond to questions.

Specific teaching targets (should be written into next lesson plan)

- ✗ Be more explicit in instruction + ~~behavior~~
- ✗ Continue with Lesson goals + success criteria
- ✗ Intro + Conclusion (Recap).

Lesson Reflection:

Did I accomplish what I had set out to teach?

What counted in the lesson? How do I know it counted?

What things would I change if I had to teach this lesson again?

Did I scaffold the learner through explicitly demonstrating and modeling new skills and knowledge?

Did I provide explicit feedback to students that specifically link lesson goals to student responses and performance?

What were the 'take-home messages' students were left with as a result of this lesson?

✗ Think pair share when asking new info from student

Targets for lesson

- ✗ Be explicit
- ✗ focus for lesson - what kids take home.
- ✗ intro + conclusion
- ✗ students names.

Successful in referencing + re-enforcing
2x lesson goals + success criteria
→ it steered the lesson.

\$1 ^{answering} Question analogy → changed
course of lesson ⇒ students more willing
to contribute answers.

⇒ students were keen to
answer. take answer
to \$1.50 ü

- know 3 clay hand building techniques
- what clay is

Roll

behaviour expectations

- 'OK' guys
- Speak 2 someone ~~more~~ +2 = move.

* WHO WORKED WITH CLAY? TELL ME ANYTHING ~~TO~~ DO WITH CLAY? # analogy.

Explain booklet. → all answers there.

- word bank
- intro - me
- students. Things to know

* TELL ME ABOUT CLAY.

DEMO + PROMT
Stop.

Hand booklet in with name, + NOTES.

Reiterate consistent thickness

Clean up.

peer + self assessment — most successful.
Why?
thickness?
Quests about techniques.