

Teacher: Thomas Turner

UNIT GENERAL INFORMATION:

ART COURSE TITLE	2 nd Grade Art
GRADE LEVEL	2 nd Grade
LENGTH OF CLASS (minutes)	40 minutes
NUMBER OF LESSONS	1 lesson (3 workdays)

Unit Title, National Core Art Standards, Enduring Understandings and Essential Questions:

UNIT TITLE: Native American Inspired Pinch Pots

NATIONAL CORE ART STANDARDS:

VA: Connect

11.1.2 Compare and contrast cultural uses of artwork from different times and places.

VA: Create

2.1.2 Experiment with various materials and tools to explore personal interest in a work of art or design.

2.2.2 Demonstrate safe procedures for cleaning art tools, equipment, and studio spaces

ENDURING UNDERSTANDING/BIG IDEA:

- Students will understand that the pinch pot technique is one of the ways indigenous peoples created pottery
- Student will understand that clay comes from the earth and all indigenous peoples have used clay at some point in their history to create pottery
- Students will understand how and be able to use the pinch pot technique to create an open vessel
- Students will understand and be able to discuss the concept that different cultures use the same objects/techniques/materials in similar and different ways (bowls used for religious ceremonies and bowls used for eating cheerios are both still bowls; many cultures used clay and the pinch technique as many countries have soil that clay can be made from and all people have fingers)

ESSENTIAL QUESTIONS:

- How do artists create 3-D art forms that involve texture and pattern?
- How does art connect us to our past?

UNIT GOAL/LEARNING CONCEPTS/CENTRAL FOCUS:

Students will focus on learning form and enhancement of form using geometric patterning through the vehicle of Native American (specifically of the Pueblo Peoples) inspired pinch pottery and air-dry model magic.

STUDENTS' PRIOR LEARNING and KNOWLEDGE on which the UNIT IS BUILT:

Data on which the logic for this unit is built. Can be pre-test or an analysis of previous student work.

Line design, pattern, and basic understanding of flatware (bowls/ vessels)

Academic Language Demands includes 4 components: vocabulary, discourse, syntax and functions.

Academic Language: VOCABULARY

Academic Language VOCABULARY (insert list and definitions).

Pinch Pot - a simple form of hand-made pottery produced from ancient times to the present

Clay – An art material used for sculpting made out of small grains of dirt that is moldable while wet, but solid after it dries

Pueblo Peoples – The Pueblo Peoples are a group of different indigenous tribes, including the Hopi, Acoma, and Zuni tribes, found in the southwest in the four corners region (New Mexico, Arizona, Colorado, and Utah).

Indigenous People – The earliest known inhabitants of an area, the first people to live there (such as the Native Americans or the Aboriginal people of Australia).

Flatware – Flatware refers to “open-shaped” dishware such as plates, bowls, and cups.

Vessel – A hollow container, especially one used for holding liquid, such as a bowl

Pot – For our purposes, our small pinch pots must be able to hold at least 4 cheerios and milk to be considered a working pot

Geometric [pattern] - Consisting of simple shapes and lines

Pattern – A design that is made up of repeating forms

Neck - Part of jar or restricted vessel between body and rim, marked by constriction and change in orientation of vessel walls.

Lip - the indented part at the edge of the neck of a jug, from where the liquid when poured, runs out

Base – The bottom of the vessel

Body – The part of the vessel that holds the liquid or food

Repetition - repeating a single element many times in a design

Strategies to support VOCABULARY in language development/to engage students in the meanings and teach the definitions.

Repeated full class discussion incorporating vocabulary, Having students repeatedly and pointedly use vocabulary while discussing their artwork

Assessment strategies for VOCABULARY

Teacher observation of correct vocabulary usage during oral conversation

Academic Language: Functions, Discourse and Syntax.

Unit plan engages language development through functions, vocabulary, discourse and syntax.

Identified Language Demands. State whether this is functions, syntax or discourse.	Planned Language Supports State in which lesson these supports occur.	Assessment strategies for this language demand
Vocabulary [Tier 1]: Pattern, Geometric, Pot, Clay, Indigenous people, Repetition Vocabulary [Tier 2]: Neck, Lip, Base, Body, Vessel Vocabulary [Tier 3]: Flatware, Geometric Pattern,	Teacher-lead oral discussion, teacher-lead demonstrations of techniques utilizing vocabulary	Students will accurately use vocabulary in oral discussion and when discussing their work
Discourse (Discussion): Indigenous people, Pattern, Geometric, Repetition, Clay, Neck, Lip, Base, Body	Teacher-lead oral discussion, peer to peer discussion	Students will accurately use vocabulary in oral discussion and when discussing their work

MODIFICATIONS AND DIFFERENTIATION:

I do not have access to students' IEPs/504s yet, but here is a list of the accommodations/modifications Caitlyn uses as deemed necessary:

- Specific Material Accommodations (e.g. a different paper size or thicker crayon/crayon holder)
- Chunking directions
- Repeat & Clarify directions
- Priority Seating
- Visual Aids
- Ideas/Suggestions given if need be
- Additional work time

Lesson #1 OF 2:

Lesson Title: Pinching a Pot & Thinking a Lot

This will be the Observed Lesson

Lesson Learning Objective(s):

- Students will understand how to create an open FORM vessel using the pinch pot technique.
- Students will understand and be able to discuss how different cultures create FORMS for various uses, both functional and decorative.

Motivation (5 minutes):

- Teacher will focus solely on the different shapes of the lips and bases for today [FOCUS ON FORM] – focus on design will come next class
 - Stew Bowl, 1870 – 1880, Created by the Pueblo Peoples in the Southwest
<https://artsandculture.google.com/asset/stew-bowl/WwFarJH-8EXdqq>
 - Acoma Polychrome Jar, 1900 – 1920, Created by the Acoma People in New Mexico
<https://artsandculture.google.com/asset/acoma-polychrome-jar/fAGXwl4Y3QnKAg>

Teacher will ask students, “What do you think this bowl [or jar] could hold? Look at the size of the lip, what could fit? When you make your own pinch pot, you’ll have to think about what you want it to hold, and make sure it’s wide fit through.”

Transition (4 minutes):

Teacher will distribute model magic, paper towel, and permanent magic markers (before students can open their model magic, students must first write their names on their piece of paper towel)

Demonstration (8 minutes):

- During discussion surrounding pinch pots and historical pinch pot viewing, Teacher will introduce the following important facts:
 - Pinch pot technique is one of the ways indigenous peoples created pottery
 - Clay comes from the earth and all indigenous peoples have used clay at some point in their history to create pottery
- Teacher will lead class in a step-by-step demonstration on how to use model magic and finger manipulation to create a pinch pot
 - Teacher will encourage students to explore different body, neck, and lip shapes while reminding students that the base needs to maintain a certain thickness and shape in order to be strong and stable

Engagement/Studio Practices (15 minutes):

- Following Teacher-lead step-by-step demonstration on how to create a pinch pot, students will be given independent work time to continue to form and elaborate on their pinch pot
 - If students finish early, students will be given white paper and pencil and they can begin to sketch out their pattern design. Students will be instructed to create both a side view of their pot and a top-down view of their pot (in order to show inner vessel decoration); If students finish the sketch, they can begin to label what colors and where they plan to apply said colors. Once finished labeling, students can then use crayons to enhance their preparatory sketches.

Clean-Up (2 minutes):

- Students will put their pinch pots on their paper towels to dry; Teacher will relocate said pinch pots and paper towels to a safe location within the art room
- Students will put their papers in a pile underneath the paper towel dispenser (if applicable); Teacher will relocate papers to the appropriate class bin in the art room

Closure (3 minutes):

- Students will engage in a turn-and-talk with their table mates about the different shapes their necks, lips, and bodies of their pinch pots have – how they made them that shape, why they made them that shape, and how they feel about their shape choices

Each of those lesson components should be followed by materials, resources, assessment/data.

Materials for students

White model magic air-dry clay, white scrap paper, pencils, paper towel, permanent magic marker, crayons, Teacher provided visual references on Electronic Smart Board

Resources for teaching

Electronic Smart board, Internet, white board

Informal/Formative Assessment and data analysis

Teacher observation, student works in progress; Teacher will assess the student work at end of day and evaluate students into three categories: exceeds expectations, meets expectations, and does not meet expectations, Teacher will group struggling students into the same table to allow for additional teacher-lead demonstrations and direction as need be during next class's work time

Lesson # 2 OF 2:

Lesson Title: Prepping & Painting Patterns!

Lesson Learning Objective(s):

- Students will be able to extrapolate personal geometric designs inspired by the art of the Pueblo Peoples
- Students will be able to plan out surface decoration for a small sculpture through a simple sketching process that includes multiple views of the same object
- Students will be able to use their 2D planning to successfully cover their pinch pot in their designs using acrylic paint

Motivation (5 minutes):

- Teacher will hold an oral discussion on the different kinds of geometric shapes and patterns being used, as well as the different location and placement of said elements
 - Olla (Jar), c. 1100 – 1250 (Anasazi Tribe of the Pueblo Peoples in the four corners region of the Southwest)
<https://artsandculture.google.com/asset/olla-jar/JQFAaf7nQeMedQ>
 - Stew Bowl, 1870 – 1880, Created by the Pueblo Peoples in the Southwest
<https://artsandculture.google.com/asset/stew-bowl/WwFarJH-8EXdqg>
 - Teacher will focus on the inner lip design and how it accentuates the geometric patterning on the side
 - Acoma Polychrome Jar, 1900 – 1920, Created by the Acoma People in New Mexico
<https://artsandculture.google.com/asset/acoma-polychrome-jar/fAGXwl4Y3QnKA>
 - Bowl with Geometric Design (Two-Part Pinwheel), c. 1000 – 1150, created by the Mimbres Painters (Southwest Peoples)
<https://artsandculture.google.com/asset/bowl-with-geometric-design-two-part-pinwheel/RwHa33T1K9fM4g>

- Mimbres painters may have used labyrinth motifs like this one as metaphors for spiritual journey.
- Water Jar (Olla), 1880 – 1900, created by the Zuni Pueblo People
<https://artsandculture.google.com/asset/water-jar-olla/NQGH0jVKReOkdA>
 - Features geometric animals (figurative imagery) along with geometric imagery
- Water Jar (Olla), 1870, Created by the Zuni Pueblo People
<https://artsandculture.google.com/asset/water-jar-olla/XQFeG4I8IPx7ig>
 - Features geometric animals (figurative imagery) along with geometric imagery

Big Questions: Why do people decorate everyday objects? How does decoration impact the function (what we use it for)? What do we want our pots/bowls to be used for?

Demonstration (5 minutes):

- Teacher will briefly demonstrate on the whiteboard how to simply draw a side view and top view of a pinch pot; This will serve as the base for the pattern sketches the students will be creating
- Teacher will hold an oral discussion on why we are drawing two views of the pinch pot and not just one; what the benefits are when we design for multiple views

Transition (3 minutes):

- Before class starts, Teacher will place the dried student created pinch pots from last lesson at different seats around the room.
- Students will be directed to sit down in front of their pinch pot.
- Teacher will pass out white paper to each student.
- After Teacher lead discussion students will be directed to go up the central table and take a pencil.

Engagement/Studio Practices (20 minutes – 8 minutes sketching, 12 minutes painting):

- Students will sketch out their Pueblo People’s inspired geometric designs in an orthogonal side and top view manner using pencil
 - Students will write their name and teacher number in pencil on the backs of their papers
- After the pencil sketch is completed, students will enhance their sketches using crayon to indicate which colors they plan to use and where
- After pencil and crayon sketch are completed, students will be given egg cartons filled with different color tempera paint to use and share at each table along with paintbrushes .

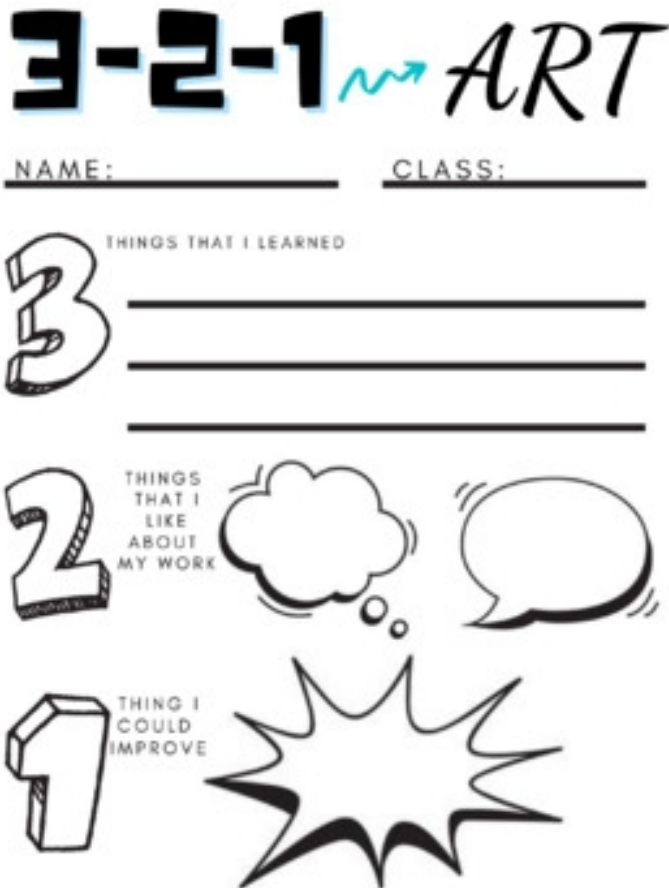
- Each table will receive two water cups to share. Students are trusted to empty and refill water cups as needed at the central classroom sink.

Clean-up (3 minutes)

- Students will throw out egg cartons
- Students will rinse water cups and brushes and leave in the drying rack
- Students will put their painted pinch pots on the paper towel and Teacher will relocate to a safe place to dry
- Students will put their sketches in a pile under the paper towel dispenser

Closure (4 minutes):

- Students will complete a 3-2-1 self-critique worksheet



Followed by materials, resources, assessment/data.

Materials for students

Dried student made pinch pots from last class, Tempera Paint, teacher-provided egg carton filled with paint, water cups, classroom sink, white scrap paper, pencil, crayons, Teacher provided visual references on Electronic Smart Board, 3-2-1 self-critique worksheet

Resources for teaching

Electronic Smart board, Internet, white board, Visual Art Rubric

Informal/Formative Assessment and data analysis

Teacher observation, completed painted Pueblo People's inspired pinch pots; Teacher will assess the student work at end of day and evaluate students into three categories: exceeds expectations, meets expectations, and does not meet expectations, Teacher will group struggling students into the same table to allow for additional teacher-lead demonstrations and direction as need be during next class's work time





















SUMMATIVE ASSESSMENT (formal) of the ENTIRE UNIT/ LEARNING SEGMENT (paste below)

Unit plan uses assessment aligned to learning objectives.

Completed painted pinch pots; Teacher Graded Rubric of the Final Product

Visual Art Rubric

Student Name _____ Grade _____
Project _____

	4	3	2	1	score
 Met project criteria	 excellent	 very good	 good	 needs work	
 Craftsmanship	 excellent	 very good	 good	 needs work	
 Creativity	 excellent	 very good	 good	 needs work	
 Behavior	 excellent	 very good	 good	 needs work	

Teacher comments _____

Final Grade _____