

### Visual Arts Lesson Plan Template: Lessons 1-3

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Activity: Lesson Plan 2-Clay

Grade: 1<sup>st</sup> Grade

#### Big Idea

The main focus of this lesson is to allow students to study other cultures and apply what learn to a project of their own using clay.

#### North Carolina Essential Standards

List the state academic content standards/benchmarks with which this lesson is aligned.

K.V.1.5 – To recognize characteristics of the Principles of Design, including repetition and contrast.  
K.V.2.3 – Use sensory exploration of the environment as a source of imagery.  
K.V.3.3 – Use the processes of drawing, painting, weaving, printing, collage, mixed media, sculpture and ceramics to create art.

#### Lesson Objectives and Demands

##### Content Objectives:

What will the students learn and know and be able to do by the end of the lesson?

The students will learn how the Indigenous people used clay in daily life, how their designs represented their culture and how to incorporate what they learned into the student's clay piece.

##### Key Vocabulary in Lesson:

Patterns, Repetition, Culture, Texture, Responsive

##### Key Artwork in Lesson:

Various Micaceous Pots

#### Materials

Air Dry Clay, Board, Water, Sculpting Tools

#### Procedure with Lesson Timeline and Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

**Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. Include questions that you might ask your students? *Note: The italicized statements and scaffolding questions are meant to guide your thinking and planning. You do***

*not need to answer them explicitly or address each one in your plan. Delete them before typing your lesson outline.*

**Instructional Strategies:**

1. Opening Ask the question, “Does anyone know what “Pottery” is? Allow the students to answer. Show various pottery (cups, plates, etc.) that is use commonly used in our culture highlighting the designs. Ask the students if they have a favorite bowl or cup they like to use and what it looks like.
2. Transition to indigenous cultures and how they used clay to create functioning pottery that represented their culture while showing examples of their work. Talk about the different elements in their pottery and discuss why they may use lizards and certain patterns in their pottery. Ask the students if there are certain images that may represent their daily lives (things they enjoy or see around where they live) that may be good to put on their pottery.
3. Talk about the make up of clay and how because of its responsivity, it can be used to form the pottery. Focus on the coiling technique for this project. Talk about what patterns and repetition are and how patterns are created by repetition. Demonstrate how the student can incorporate culturally relevant design elements in their work and demonstrate how to cut shapes out of clay and attach it to their pottery. Demonstrate how to add texture and use the sculpting tools to carve and draw in their work as well.

**Independent Practice/Application:**

1. After the demonstration, allow the students to work on their projects and go around and individually “coach” each one. Allow the students to develop their own design while helping them with the mechanics of the artform.
2. Encourage the students to focus on design elements that represent their culture in their work while incorporating the techniques learned.

**Closure:**

1. At the end of the class, allow a few minutes for the students to share how working with clay was and what elements they included in their pottery.