**Parvin Peivandi:**

Unit Plan for VISUAL ART (MYP, SECONDARY, Grade 9-10)

Unit Title: “**We Are All Created of the Same Clay ”**

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The Final Products/Works of Art that I expect from this unit are: An Installation by the 2D and 3D art works of the students

“We Are All Created of the Same Clay ”

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**Inspiration for designing this unit plan came from literature.**

The **beautiful poetry by the Iranian Poet ”Saadi Shirazi**” has been my inspiration for this unit. **The Iranian poetry “ Bani Adam” inscribed on United Nations building entrance.** I selected this poetry to attract the students’ attention to the importance of connection between humans and encouraging them to show empathy for others.

saadi.tiff

Adam's sons are body limbs, to say;  
for they're created of the same clay.  
Should one organ be troubled by pain,  
others would suffer severe strain.  
Thou, careless of people's suffering,  
Deserve not the name, "human being”.

**Translation by H. Vahid Dastjerdi:**

**Rationale and Inspiration For this unit:**

**I believe the most successful education is the education that makes us more human**: more in love and more honest with life, people and universe. I think one of the things that we need to consider more in Canadian art education now is increasing the students’ sensibility and compassion toward the others. As Canada is a multicultural country, we need to work more on our tolerance and acceptance of the other people with different cultures and stories. Reading literature is a rich source for increasing our awareness of different cultures and viewpoints and I always spend some time on reading the literature of the world. **During my Teacher Education Program at UBC and particularly IB education, I have found my main interest is developing a globally minded curriculum for the secondary art students in Canada** and this unit is one of my attempts to increase the respect and understanding among my students. **According to the IB mission statement,” The international Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (IB Guide)**. This mission got me reflecting on the fact that international minded education brings both knowledge and respect at the same time and helps the students to expand their horizons.

**The interest in multicultural education and social justice in classroom has shaped my inquiry question “ How can I develop my IB unit plans in a way that students can become more internationally minded? How can I help them to understand different cultures and contexts better?”**

In the unit,” We Are All Created from the Same Clay”, I have tried to design the lesson plans and art activities in a way that encourage students to collaborate and respect each other’s point of view . Students will be informed that we need to zoom in and zoom out from our bodies from time to time in order to have a broader view of life and integrate with other people. In this viewpoint, the social community, the school community here, is not separated from our personal life and we grow and expand in bigger communities.

In this unit, I also have considered the material exploration and developing skills from 2D to 3D art that are necessary for this age group. I will show short video of contemporary artists in the beginning of each class to motivate my students and also give them knowledge of contemporary art. In order to make my classroom more interesting and engaging, I have designed different activities and performance art alongside this unit to expand the students’ senses and potentials. **Performing Pedagogy: Toward an Art of Politics By Charles R. Garoian and Olivia Gude’s Principles of Possibilities** have been valuable resources for me in developing the new contemporary art curriculums.

***Essential questions in this unit:***

***What questions are guiding this unit?***

***What ‘big ideas’ are being explored?***

My Inquiry Question for this unit is,” How can I develop my IB unit plan in a way that students can become more internationally minded? How can I help them to understand different cultures and contexts better?”

How can this unit increase the sense of open mindedness and respect among students in grade 9-10?

How can I make my students more engaged in exploring the school community and culture?

In which ways can I motivate them to show more compassion and care toward others?

What should I do myself to reinforce the unit objectives and rationale in regard to respect and understanding of others?

How can I be a model of a person who observes the social justice in her classroom? What should I do? Which language should I use? Which behavior should I appropriate to serve the unit objective better?

What type of modifications and changes should I make if my lesson plans do not meet the unit objectives?

**Big ideas and concepts that will be explored in this unit are:**

**Community practices, social respect, Compassion, tolerance, Collaboration, Integration, social justice, Care and respect.**

**Transformation in Materials…. Transformation in Minds**

**Prescribed Learning Outcomes of the unit (from BC IRP, Secondary Art 9/10**

|  |  |
| --- | --- |
| **Image Development and Design Strategies**  **Perceiving/Responding** | ***It is expected that student will:***  -Analyze the relationship between the form and function of particular 2D and 3D images  -Evaluate the effectiveness of the use of particular forms for a particular function  -Use vocabulary related to 2D and 3D art forms and image development  -Analyze images (2D and 3D) to determine the purpose for which they have been created |
| **Materials, Technologies, and processes**  **Creating/Communication** | -Demonstrate a willingness to try unfamiliar materials and processes and adopt familiar materials for unfamiliar uses  -Use a variety of materials, technologies and processes, alone and in combination, to make personally meaningful images |
| **Context**  **Perceiving/Responding** | -Analyze the roles of various artists and the visual arts in reflecting, sustaining and challenging beliefs and traditions in society  -Analyze and evaluate displays, considering the nature of artwork, presentation, venue and audience |
| **Visual Elements and Principles of Art and Design**  **Creating/Communication** | -Create a 3D image from a 2D image  -Demonstrate a range of possibilities in utilizing the visual elements and principles of Art and Design |

**IB Prescribed Learning Objectives:**

IB MYP Art Guide:

A. Knowing and understanding

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyze and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

In order to reach the aims of arts, students should be able to:

i.demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology

Ii.demonstrate an understanding of the role of the art form in original or displaced contexts

iii.use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

B. Developing skills

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process **and** product.

In order to reach the aims of arts, students should be able to:

Subject groups **must** address **all** strands of **all** four objectives **at least twice** in each year of the MYP.

i. demonstrate the acquisition and development of the skills and techniques of the art form studied

ii.demonstrate the application of skills and techniques to create, perform and/or present art.

C. Thinking creatively

The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.

In order to reach the aims of arts, students should be able to:

i. develop a feasible, clear, imaginative and coherent artistic intention

ii. demonstrate a range and depth of creative-thinking behaviors

iii.demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

D. Responding

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

In order to reach the aims of arts, students should be able to:

i. construct meaning and transfer learning to new settings

ii. create an artistic response that intends to reflect or impact on the world around them

iii. critique the artwork of self and others.

**IB Prescribed Learning Outcomes of the unit IB MYP 9/10:**

” We are all created of the same clay”

**\*Developing skills**

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process andproduct.

-Demonstrate the acquisition and development of the skills and techniques of the art form

studied

-Demonstrate the application of skills and techniques to create, perform and/or present

art.

**\* Responding**

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

In order to reach the aims of arts, students should be able to:

-Construct meaning and transfer learning to new settings

-Create an artistic response that intends to reflect or impact on the world around them –

-Critique the artwork of self and others.

**Unit Summary Handouts for the students:**

In this unit, we will develop our skills from 2D to 3D art. We will learn how to design an artwork for a public space. We explore different stages, processes and materials in this project to increase our awareness of the relationship between art and design.



Parvin Peivandi, Persian Carpet, 2013, 3’X4’

We are not only making art, but also make new friends. We will increase our respect, understanding and compassion toward the other people in the school community including our classmates, teachers and school staff.

**-The starting point in this project is to take few photos of the details of your face, hand, feet or any thing that represents your interest or identity**, then sharing these photos with another student in the class and come up with one of your photos that has a dialogue or sense of connection with one of the photos of another student. Find the connection and integrate yourself!

**-The next step is to print this photo in black and white and make a drawing of this detail photo in size 4”X4”.**

**-Third step is to shade this drawing with hatching and create a sense of volume and 3D in your art**. Are whiter areas higher points of your image like the tip of your nose? Pay attention to light and darkness and parallel hatching.

**-Forth step is transferring your detail drawing onto the surface of clay and make a relief.**

Relief is giving life and volume to your flat lines then you can touch them.

-**Fifth step is firing the clay works and glaze or color them**.

- **And finally the Last Step is attaching the works together and installing them on the wall.**

We will see how different tiles integrate together and express a meaning as a whole. This is the meaning of our being. As Persian Poet Saadi mentions,” We are all created of the same clay”, so we need to integrate and care about each other.

**UNIT OVERVIEW**

Graphic Organizer

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Objectives** | **Materials and Visual Reference** | **Key Vocabulary** | **Teaching Strategy** | **Activities** | **Assessment**  **Formative**  **Summative** |
| **Lesson 1**  **Imagine You Are EdWard Scissorhands**  2 Hours & 30 Minutes | PLO’S  Creating/Communication  Perceiving/ Responding  Experiencing With Different Materials, Technologies, and Processes  Demonstrate a willingness to try unfamiliar materials and processes and Adapt familiar materials for unfamiliar uses  **IB Key Concept: Change**  Introduction:  Overall view of the unit.  Expectations, Rubrics and assessments  Why we make sculpture? Expanding Our Senses  Working with the limitation and expansion of our bodies | Showing PowerPoint of the sculptures and installations.  Show the trailer video of Edward Scissorhands  Materials:  Fabrics, Pen, large sheets of papers, Long wood sticks, Small pencils, Plastic bands.  Handouts | Sculpture, Contemporary art, performance art, Installation, sound and light, 3D art, Cultural bodies, Instruments, Conventional and unconventional art materials and processes, Edward Scissorhands, challenge, limitations of the body, problem Solving. | Introduction: Teacher and students will be introduced to each other.  Teacher will also show a trailer video of Edward Scissorhands in YouTube. Teacher will introduce the fun project of working with the limits of body. | Students are engaged in a series of art activities in which they draw with unconventional approaches and materials such as drawing with their toes and very long wood sticks. Some students draw with closed eyes and experience the challenge of art making through limits. | Students will be assessed based on their engagement and participation.  There is a time at the end of the class that students reflect on their own work, experience and also the works of their peers. Students will express what they have learned from this experience. |

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|  | **Objectives** | **Materials and Visual References** | **Key Vocabulary** | **Teaching Strategies** | **Activities** | **Assessment**  **Formative**  **Summative** |
| **Lesson 2**  **Zoom In Your Body**    2 hours& 30 min | PLO:  Image development and design strategy  (Perceiving/ Responding) Analyze the relationship between the form and the function of particular 2D and 3D images  IB Key Concept: Change | Camera, Images of my works, visual samples. Pencil, paper in sizes 4x 4.  Hand outs of the overall project, rubrics | Close Up, tonal values, hatching, illusion, volume, contrast, 3D art, details, Identity, Culture, Self Expression, Integration, Collaboration, Dialogue,  Open Minded, International Mindedness | Teacher will introduce the project, rubrics and  Assessment Teacher will help students to take photos of the details of their bodies or the object of their interest and choose one detail for their work in size 4x4 inches. Teacher will divide students in groups of two and will explain that the detailed drawing of each student should be in dialogue with the work of the other student. Teacher will have a demo of the shading, hatching and creating volume in 2D art. | Students will take photos of the details of their bodies or object of interest Students will pick one of the details and draw the detail in the frame lines (Square) of  4 x 4 inches. Each detailed drawing of each student should be in dialogue with the work of the other student. Students decide in pairs on the drawings and will start their drawing of the details. They will Pay attention to the proportions and volume in their detail drawing. | Students’ engagement and Participation is assessed.  Students will be assessed on their drawing skills in creation of the sense of volume in 2D art and also on their collaboration, Students will receive formative assessment during studio time.. |

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|  | **Objectives** | **Materials and Visual References** | **Key Vocabulary** | **Teaching Strategies** | **Activities** | **Assessment**  **Formative**  **Summative** |
| **Lesson3**  **Zoom Out Your Body**  75 min | PL0:  Image development and Design strategy  Perceiving/Responding  Analyze the relationship between 2D and 3D.  Integration,  Critical analysis of their works, feedback  IB key Concept:  Change  IB related concept:  Composition | Short Video for introduction  Thick Cardboard, glue, threads, copper or colorful paper, any other materials that can be used as collage material for integration | Integration, Composition, Tonal Values, Continuity,  Overall Composition  Collage, | Teacher will talk about the overall composition and integration of different images together. Teacher will do a little demo by considering the elements of integration | All students work together; think about an overall composition of all these little drawings. They print one copy of their work for next project They will Collage all their original little drawing by considering the elements of integration such as Line weight, similar tonal values or continuation of a texture or form. | Students will be assessed based on their participation. All the finished art works will be assessed in class based on the 2D art skills, volume, shading and hatching techniques. Students are also assesses based on the sense of Illusion that they have created. |

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|  | **Objectives** | **Materials And Visual References** | **Key Vocabulary** | **Teaching Strategies** | **Activities** | **Assessment**  **Summative**  **Formative** |
| **Lesson 4**  **Printing and Pressing Slabs**  75 min | PLO:  Visual Elements and Principles of Art and Design: Perceiving and Responding,  Developing the Skills, Transition from 2D to 3D art  IB Key Concept: Change | 30 Wood Frames, Each 4x4 Inches which are made previously in woodshop by the art teacher, Clay, Pottery Tools, Wood Sticks, Apron, Fabrics, Plastic bags, spray waters, rollers, hand outs of the overall project, rubrics and assessments, Visual images of the project | Relief:is a sculptural technique. The term relief is from the Latin verb relevo, to rise. To create a sculpture in **relief** is to give the impression that the sculpted material has been raised above the background plane. | Teacher Will teach the technique of Relief in sculpture and have a demo on making slabs and cutting and pressing the slab in the wooden frames. Teacher will talk about the preserving the work in progress and clean up procedures | Students work individually on their work; They will press the slab of clay in their molds and work on their relief. They will transfer their previous detailed drawings on the surface of their clay. | Students are assessed based on their class participation and engagement. |

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|  | **Objectives** | **Materials & visual**  **References** | **Key**  **Vocabulary** | **Teaching Strategy** | **Activities** | **Assessments**  **Formative**  **Summative** |
| **Lesson 5**  **Making Relief**  **75 min** | PLO:  Perceiving/Responding  Compare the expressive and Physical qualities of a selected element as employed in a variety of materials  IB Key concept: Change  IB related Concepts:  Expression, Representation | Wooden Molds, Clay, Pottery tools, Apron | Relief, clay, components  Clay | Teacher will have a demo again on making relief and reviews the criteria of criteria of a successful  Relief artwork for the students. | Students will continue working on their relief | Students are assessed based on their engagement with the project, attention to details, volume and surface of the clay. |

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|  | **Objectives** | **Materials & Visual**  **References** | **Key**  **Vocabulary** | **Teaching**  **Strategy** | **Activities** | **Assessment**  **Summative**  **Formative** |
| **Lesson 6**  Shining the Faces  75 min | PLO:  Visual Elements and Principles of Art and Design: Perceiving/Responding  Compare the expressive and Physical qualities of a selected element as employed in a variety of materials. With a variety of technologies, through a variety of processes  IB Key Concept:  Change  In this session | Video Image,  Clay, Pottery tools | Bisque, Different Clay Bodies, ceramic terminology,  Kiln, firing | Teacher will show a short video of a contemporary Sculptor on YouTube, Teacher will talk about the Bisque and firing the tiles. Teacher will ask students to come up with an idea for their installations. | Students watch the video and listen to the teacher’s presentation. As a fun activity, Students can make some thing in clay that is very personal and small size for themselves such as a wristband, necklace, and ring. | Students will be assessed for their class participation and engagement; teacher will hand in self-assessment sheets to the students to reflect on their own works. Formative assessment and feedback by teacher |

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|  | **Objectives** | **Materials and visual References** | **Key Vocabulary** | **Teaching Strategies** | **Activities** | **Assessment**  **Formative**  **Summative** |
| **Lesson 7**  **Let’s Finish the faces of our tiles**  75 min | PLO:  Materials, Technologies, and Processes: Perceiving/Responding  Evaluate the skills and techniques associated with the use of particular materials and processes in a given work  IB key Concept:  Change | Bottles of Glazes in different colors, brushes, sponges, handout for glazes | Glaze, Firing, ceramic terminologies, different clay bodies and Glazes. | Teacher will demo the glazing techniques and painting ceramics as the second option. Students can select one option | Students will observe the demo and then start wiping their tiles and glazing their works. Students in-group have the 2nd option of painting their tiles | Students will be observed for their class participation and attendance.  Students will be assessed on their craftsmanship. Teacher will give constructive feedback on the student’s works during studio time as formative assessment. |

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|  | **Objectives** | **Materials & Visual References** | **Key Vocabulary** | **Teaching Strategy** | **Activities** | **Assessment**  **Formative**  **Summative** |
| **Lesson**  **8**  **We Are All Created of the Same Clay**  75 min | Perceiving/Responding  Develop the analytical and Critical Skills in art criticism.  Perceiving/Responding  Compare the expressive and Physical qualities of a selected element as employed in a variety of materials. With a variety of technologies, through a variety of processes  IB key Concepts: Change  IB related Concepts:  Expression  Composition | Video of a contemporary artist, wood  Structures, Nails, Frames, Tile glue. Thin Copper plates | Composition, Installation, Dialogue.  Interdisciplinary art, Sound and light installation,  Globally minded, citizen of the world, social justice | Teacher Will show some images of the installation works as contemporary arts in the domain of sculpture. Teacher will introduce adding the elements of light or sound to the installation and if students have any idea for using extra elements like wire or copper to their installation, they make it happen. Students and teacher will install the work together | Students watch the images and then participate in the installation. If most students agree on a specific music or editing some music, one or two groups of students work on the sound. | Handouts of Summative Assessment of the unit will be handed in and discussed in the class by teacher and students. All class participates in art critique and discussion/assessment. |

**Calendar of the dates:**

Based on King George School Calendar,

Grade 9-10 Course: Art (Transition from 2D to 3D arts)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| February | Monday 23  Day 2  12:30-3:00 | Tuesday 24  Day1  8:30-11 | Wednesday25  Day 2  12:30-3:00 | Thursday 26  Day 1  8:30-11 | Friday  27  Day 2  2:03-3:03 |
|  | Lesson one:  Introduction and Unconventional approaches in Art Making  Art 9/10 | Lesson one:  Introduction and Unconventional approaches in Art Making  Art 9/10 | Lesson Two:  Zoom In Your Body | Lesson 2  Zoom In Your Body | Lesson 3  Zoom Out Your Body |
| March | March 2  Day 1  8:35-9:50 | March 3  Day2  1:48-3:03 | March 4  Day 1  8:35-9:50 | March 5  Day2  1:48-3:03 | March 6  Day1  2:03-3:03 |
|  | Lesson 3  Zoom Out Your Body | Lesson 4  Introduction of 3D art and Relief | Lesson 4  Introduction of 3D art and Relief | Lesson 5  Working  Session | Lesson 5  Working Session |
| March | March 23  Day 2  1:48-3:03 | March 24  Day 1  8:35-9:50 | March 25  Day 2  1:48-3:03 | March 26  Day 1  8:35-9:50 | March 27  Day 2  2:03-3:03 |
|  | Lesson 6 | Lesson 6 | Lesson 7 | Lesson 7 | Lesson 8 |
| March | March 30  Day1  8:35-9:50 | March 31  Day 2  1:48-3:03 |  |  |  |
|  | Lesson 8 |  |  |  |  |

**Unit Work Sheet (handout for the students):**

**In this unit, we will take a detail photo of our face or hands, then will draw it in size 4x4 inches and finally make a relief (3D form) of this drawing in clay**

**2D part of this unit:**

Creating a Drawing based on a detail of your face or hands:

* Look at the mirror and decide which detail of your face or your hand you want to draw, or pick any object or motif that represents your interest or your identity.
* In group of two, talk with one of your classmates in order to select the image that has a dialogue or some thing in common with his/her image for example, he/she can select his/her ear and you can select your lips or both of you can select lips, but one considers open mouth and the other considers closed mouth
* Take some close up photos of the detail
* Edit it In Photoshop, turn it into black and white and increase the contrast
* Resize it in Photoshop to 4X4 inches and print it
* On your drawing paper, draw a square size 4x4 inches
* Draw the detail photo into this square
* Check the proportions of your drawing with the actual proportions of the image
* Start shading your drawing with parallel hatching technique in black and white or two complimentary colors
* Work in group and Compose your work with the works of your peers and class in general
* Make an installation of all these drawings and install it

**3D Part:**

* You will receive a 4x4 inches mold
* Make slab of clay and press mold your clay into mold
* Start transferring your drawing on the clay
* Add or deduct clay to create the sense of volume in your work
* Talk with your partner to highlight the common areas or dialogue between your tiles (your works should have a dialogue, narration or some thing in common with each other)
* Polish the surface of your tiles
* Put the tiles in kiln
* You will receive the bisque tiles, wash it and glaze it (or stain, paint)all students select the same color and make a decision in group
* You will receive the glazed pieces, brainstorm for the installation
* Glue or install tiles together and make a public installation
* Install the work for the show
* Participate in class discussion, feedback and assessment at the end with your teachers and peers

**Students’ Rubric for Unit Plan:**

**“ We Are All Created of the Same Clay”.**

Things to Consider in this unit:

**Responding:**

1. Does the drawing and ceramic tile have a dialogue with the tile or drawing of another student in class?
2. Has the student found enough connection between his/her works with the work of other student?
3. Elements to consider for connection:

- Continuation of a line, texture, colors, darkness, lightness, level or volume

- Making a narration or dialogue between two tiles

-Adding one element to both tiles that make them have some thing in

common

4-Class participation and engagement with art making and the installation

5-evaluation and participation in the art critics, feedback and assessment

**Developing Skills:**

1. Drawing and Ceramic tile show the skill’s development from 2D to 3D art
2. Paying attention to Volume, proportions, craftsmanship and details
3. Paying attention to the polishing and refining the surface of tile

**Parvin Peivandi**

Lesson Plan 1 from Unit: “We are all created of the Same Clay”: Transitionfrom 2Dto 3D art

**Lesson 1:** **Imagine you are Edward Scissorhands**

Grade:9-10 MYP

1st class:Introduction, Overall view of the unit, Expectations, Rubrics and Assessment

Transition from 2D to 3D art, why we make sculpture? Knowing the limitations of our bodies, expanding our senses

**Assumed Prior Knowledge:**

Some students have little experience in 2D art

**PLO’s:**

1-Creating/Communicating Grade 9-10

Experiencing With Different Materials, Technologies, and Processes Creating/Communicating

Demonstrate a willingness to try unfamiliar materials and processes and

Adapt familiar materials for unfamiliar uses

2- Materials, Technologies, and process (perceiving / responding) Gr. 9-10

Describe the evolution of an artistic material, technology, or process

**IB Learning Objective:**

1. **Change:** Transformation from one form, state or value to another, inquiry: understanding and evaluating causes, processes and consequences, metamorphosis or transformati**on**
2. **Identity:** Define individual, groups, things, eras, places, symbols
3. **International Minded Education:** Open-mindedness and work in community

**Lesson Objectives:**

* Students expand their vision and senses in art making
* Students become familiar with the unfamiliar approaches in art making
* Students get more awareness of their bodies and learn to work with the limitations of their bodies, how to expand their senses and how to limit their senses.
* Students become familiar with the 3D art

**Lesson Assessment:**

Students will be observed for their class participation and attendance. There is a time at the end of the class that students reflect on their own work and their own experience as well as the works of their peers. Students will express what they have learned from this experience.

**Concept & Vocabulary:**

Sculpture, Contemporary art, performance art, Installation, sound and light, 3D art, Cultural bodies, Instruments, Conventional and unconventional art materials and processes, Edward Scissorhands, challenge, limitations of the body, problem Solving.

**Lesson Resource:**

Edward Scissorhand : You tube <https://www.youtube.com/watch?v=M94yyfWy-KI>

Henry Matisse <https://www.youtube.com/watch?v=qlnBcaZEGb0>

PowerPoint of my works

|  |  |  |
| --- | --- | --- |
| matise3.tiff | matisse4.tiff | mattise5.tiff |
| matisse6.tiff | matisse8.tiff | matisse9.tiff |

**Motivator/Introduction:**

A brief introduction of the teacher is the first part of the introduction. Asking students to introduce themselves and write their names on a piece of cardboard is the next step. A shortpresentation on the resource images will be provided for the students to get them excited about the project. Short overview of 3D art.

**Preparation and supplies:**

|  |  |  |
| --- | --- | --- |
| **List of Supplies/Equipment Needed:** | | |
| Big sheets of paper and cardboard installed on the wall or laid down on the ground. Different drawing tools: charcoal, pen, pencil, scissor, images, construction paper, long wood sticks, short pencils, rubber or plastic bands, clear or paper tapes, fabric | | |
| **Preparation Steps:** | **When:** | **Done:** |
| - Purchase supplies  - Gathering resources  - Set up the papers, boards,  Drawing tools | - At least a day before the class  -Before class | P  P |

**Activity:**

|  |  |  |
| --- | --- | --- |
| **Time:**  2 hours and 30 minutes | **Outline of Steps in class** | **Points to be Discussed During the Class (Narrative):** |
| 45 min  (12:30-1:15)  45 min  (1:15-1:30)  15 min  (1:30-2:35)  I hour & 5 min  (2:35-3:00)  25 min  5 minutes | Introduction  Demonstration  Studio Time  Reflection on the project  Formative assessment | Teacher starts with a slide show of the 3D arts by contemporary artists as hook activity. Then, she will introduce herself and will ask students to introduce themselves; she will show some of her art works. Teacher will talk about the 3D art and overall view of the unit in brief.  Teacher will go over the project, show the examples and will ask the students to be aware of their body and its limitations or imagine if they have limitations. How can we make art with the body limitations? Teacher will ask the students to draw with unconventional materials like long wood sticks, scissors or their toes. Some students draw while their eyes closed.  Students are divided into groups and are introduced to different workshops in which they experience drawing in unconventional ways such as drawing with their toes, very long wood sticks or their eyes closed.  Teacher and students will share their ideas of this art activity, students reflect on their own work, experience and also the works of their peers. Students will express what they have learned from this experience. Self Reflection handouts are distributed to students and they will fill the papers and hand in.  Clean up. |

**Modification:** See Appendix

**Teacher Reflections:** What Can I do to make this lesson better next time?

**Parvin Peivandi**

Lesson Plan 2 from Unit: “We are all created of the same body”: Transitionfrom 2D to 3D art

**Lesson 2:** **Zoom In Your Body**

Grade**:** 9-10 MYP

**Assumed Prior Knowledge:**

Students have little previous experience in 2D art making

**PLO’s:**

1. Image development and design strategy (perceiving/ responding) Gr 9-10:

Analyze the relationship between the form and the function of particular 2D and 3D images

2. Materials, Technologies, and process (perceiving / responding) G8:

Describe the evolution of an artistic material, technology, or process

**IB Learning Objectives**:

**Change:** Transformation from one form, state or value to another,

**Inquiry**: understanding and evaluating causes, processes and consequences, metamorphosis or transformati**on**

**Identity:** Define individual, groups, things, eras, places, symbols

**Lesson Objectives:**

* Students will develop their 2D skills for measuring and drawing their facial features
* Students will understand the relationship between 2D and 3D art
* Students will learn to focus and draw a detail or close up of their face
* Students will learn to create an illusion or sense of Volume in their drawings by shading, hatching and tonal values.
* Students will learn to collaborate with each other, as the detail drawing of each student should be in dialogue with the work of the other student. Students decide in pairs on the drawings.

**Lesson Assessment:**

Students will be observed for their class participation and engagement.

Students will be assessed on their selection of the detail and also the creation of the sense of volume in 2D art. Students are also assessed on their collaboration with each other and giving their feedbacks in the closing and also on their collaboration.

**Concept & Vocabulary:**

Close up, tonal values, Hatching, volume, Illusion, 3D art, space, contrast, shadow, Collaboration, open mindedness, international mindedness, Dialogue, Integration

**Motivator/Introduction:**

A shortvideoof a contemporary artist will bepresented in the beginning to get the students excited about the project.

**Preparation and supplies:**

|  |  |  |
| --- | --- | --- |
| **List of Supplies/Equipment Needed:** | | |
| Camera, printer, drawing papers and tools | | |
| **Preparation Steps:** | **When:** | **Done:** |
| - Purchase supplies  - Gathering resources (images)  - Camera  - Set up the papers and materials  -Check the printer and Computers | - At least a day before the class  -Before class  -Before and during class | P  P  P |

**Activity:**

|  |  |  |
| --- | --- | --- |
| **Time:** 2 hours and 30 min | **Outline of Steps in class** | **Points to be Discussed During the Class (Narrative):** |
| 12:30-12:50  (20 min)  25mins (12:50-1:15)  1 Hour and 30 minutes  (1:15-2:45)  10 min  (2:45-2:55)  5 min | Introduction/Hook/ Motivator  Presentation  Demonstration and Teacher’s activity  Studio Time  Formative Assessment & Reflection  Clean Up | Teacher will show a short interesting video for warm up activity and then some sample images of her drawing works  Teacher will introduce the project, rubrics and assessment. Teacher will help students to take photos of the details of their bodies and choose one detail for their work in size 4x4 inches. Teacher will divide students in groups of two and will explain that the detailed drawing of each student should be in dialogue with the work of the other student. Teacher will have a demo of the shading, hatching and creating volume in 2D art.  Students will look at the mirror and select a detail of their face to take a photo and then draw it. Each student also will talk with another student to find a dialogue or connections between their detail drawings.  Students will be asked to think about their selection for the drawing. Students will start their drawing of the detail inside the frame lines of a square (4x4 inches).  Formative assessment by the teachers (oral feedback)    Clean Up |

**Parvin Peivandi**

Lesson Plan 3 from Unit: “We are all created of the same clay”: Transition from 2D to 3D art

**Lesson 3:** **Zoom Out Your Body**

Grade:9-10 MYP

**Assumed Prior Knowledge:**

Students have little previous experience in 2D art making

**PLO’s:**

. Image development and design strategy (perceiving/ responding) Gr 9-10:

Analyze the relationship between the form and the function of particular 2D

And 3D images

. Materials, Technologies, and process (perceiving / responding) G9-10:

Describe the evolution of an artistic material, technology, or process

.Develop the critical and Analytical skills of the students

**IB Learning Objectives**:

**Change:** Transformation from one form, state or value to another,

**Inquiry**: understanding and evaluating causes, processes and

consequences, metamorphosis or transformati**on**

**Identity:** Define individual, groups, things, eras, places, symbols

**Lesson Objectives:**

* Students develop their skills in installation as a form of sculpture
* Students become familiar with different approaches in installing their art works
* Students learn the sense of integration and communication in international minded education.

**Lesson Assessment:**

Students will be observed for their class participation and attendance.

Students will be assessed based on their overall design that is in a dialogue with at least one other student.

**Concept & Vocabulary:**

Installation, Integration, Composition, Tonal Values, Continuity, Overall Composition, Collage,

**Motivator/Introduction:**

A shortvideo will be shown in class to make students motivated in the class.

**Preparation and supplies:**

|  |  |  |
| --- | --- | --- |
| **List of Supplies/Equipment Needed:** | | |
| Large Paper and drawing tools, fishing wires, tapes, copper papers, Glue sticks | | |
| - Purchase supplies and make handouts  - Set up the material | - At least a day before the class  -Before class | P  P |

**Parvin Peivandi. Lesson Plan 3: Zoom Out Your Bodies Second page**

**Activity:**

|  |  |  |
| --- | --- | --- |
| **Time:** 75 min | **Outline of Steps in class** | **Points to be Discussed During the Class (Narrative):** |
| 5 min  (1:45-1:50)  (1:50-2:05)  15 min  (2:05-2:55)  50 min  (2:55-3:03) | Introduction/Hook/ Motivator  Demonstration and teaching activities including the assessment of all works in the overall composition  Studio Time  Closure and Clean Up | Teacher will start with a short video of a contemporary artist.  Teacher will talk about the project and the assessment of the 2D arts. Teacher will hand in the 2D assessment sheets of the previous session and make a conclusion. Teacher will talk about the overall composition of all the detail drawings and integration of these different images together. Teacher will do a little demo of the integration. Then, Teacher asks students to choose one of the suggested methods for integration and installation of their works. All the little drawings glued together in large sheets of paper and will be installed. Teacher will move around and help the students.  All students work together; think about an overall composition and installation of all these little drawings. They print one copy of their work for next project. Then, they will Collage and put together all their original little detail drawings. They will consider the elements of integration such as Line weight, similar tonal values or continuation of a texture or form.  Students reflect on the installation as a group, and then clean up. |

**Teacher Reflection:** What can I do to make this lesson better next time?

**Parvin Peivandi**

Lesson Plan 4 from Unit: “We are all created of the same clay”: Transition from 2D to 3D art

**Lesson 4:** **Printing and Pressing Slabs**

Grade**:** 9-10 MYP

**Assumed Prior Knowledge:**

Students have had no experience in working with clay.

**PLO’s:**

.Visual Elements and Principles of Art and Design: Perceiving/Responding

Compare the expressive and Physical qualities of a selected element as employed in a variety of materials

**IB Learning Objectives**:

**Change:** Transformation from one form, state or value to another,

**Inquiry**: understanding and evaluating causes, processes and consequences,

metamorphosis or transformati**on**

**Identity:** Define individual, groups, things, eras, places, and symbols

**Encouraging International Mindedness**

**Lesson Objectives:**

* Students will develop their skills from 2D to 3D art
* Students will learn the relief as one of the sculpture techniques
* Students will learn how to work with clay, make slabs and press clay in molds for making clay tiles.
* Students will learn how to work with clay and clean up after class.

**Lesson Assessment:**

Students will be observed for their class participation and attendance..

**Concept & Vocabulary:**

Clay: a natural earthy material that is plastic when wet, consisting essentially of hydrated silicates of aluminum: used for making bricks, pottery, etc.

Relief:is a sculptural technique. The **term relief** is from the Latin verb relevo, to raise. To create a sculpture in **relief** is to give the impression that the sculpted material has been raised above the background plane.

**Motivator/Introduction:**

A short **video** presentation about the clay will be presented in the beginning of the class to motivate the students.

**Preparation and supplies:**

|  |  |  |
| --- | --- | --- |
| **List of Supplies/Equipment Needed:** | | |
| 30 Wood Frames, Each 4x4 Inches which are made previously in woodshop by the art teacher, Clay, Pottery Tools, Wood Sticks, Apron, Canvas, Plastic bags, water sprays, rollers, hand outs of the project | | |
| **Preparation Steps:** | **When:** | **Done:** |
| - Purchase supplies (clay, pottery tools, plastic bags, spray water)  - Gathering resources (the original worksheet) | - At least a day before the class    - Weekend | P  P |

**Activity:**

|  |  |  |
| --- | --- | --- |
| **Time:** 75 min | **Outline of Steps in class** | **Points to be Discussed During the Class (Narrative):** |
| 5 min (1:45-1:50)  30 min (1:50-2:20)      30 Min  (2:20-2:50)  10 min | Introduction/Hook/ Motivator  Demonstration, Teacher’s Activities  Studio Time  Students Work    Clean-up | Teacher will show a short video of a contemporary artist  Teacher will have a demo on making slabs and cutting and pressing the slab in the wooden frames. Teacher will talk about the storing the work in progress and clean up procedures. Teacher will hand in the worksheet, handouts and rubrics of the relief project. Teacher Will have a quick demo of the technique of Relief  Teacher will go around to help the students individually to press the slab in their wooden frames. Students will be asked to start drawing on their clay and transferring their previous 2D image on the surface of their clay. They add or take clay from the surface based on their drawing.  Students will be asked to clean up the tables and the floors before leaving the class  Students will take their tiles and wrap them in plastic bags and leave them on the assigned shelves |

**Teacher Reflection:** What should I do next time to make this lesson better?

**Parvin Peivandi**

Lesson Plan 5 from Unit: “We are all created of the same clay”: Transition from 2D to 3D art

**Lesson 5:** **Making Relief**

Grade:9-10 MYP

**Assumed Prior Knowledge:**

Students have had no experience in working with clay.

**PLO’s:**

. Visual Elements and Principles of Art and Design: Perceiving/Responding

Compare the expressive and Physical qualities of a selected element as employed in a variety of materials

**IB Learning Objectives**:

**Change:** Transformation from one form, state or value to another,

**Inquiry**: understanding and evaluating causes, processes and consequences, metamorphosis or transformati**on**

**Identity:** Define individual, groups, things, eras, places, symbols

**Encouraging International Mindedness**

**Lesson Objectives:**

* Students will develop their skills from 2D to 3D art
* Students will learn the relief as one of the sculpture techniques
* Students will learn how to work with clay, make slabs and press clay in molds for making clay tiles.
* Students will learn how to work with clay and clean up after class.

**Lesson Assessment:**

Students will be observed for their class participation and attendance.

Students will be assessed on their creation of a relief form in size 4x4 inches.

Students will receive Formative Assessment on their works by the teacher.

**Concept & Vocabulary:**

Clay: a natural earthy material that is plastic when wet, consisting essentially of hydrated silicates of aluminum: used for making bricks, pottery, etc.

Relief:is a sculptural technique. The **term relief** is from the Latin verb relevo, to raise. To create a sculpture in **relief** is to give the impression that the sculpted material has been raised above the background plane.

**Motivator/Introduction:**

A short **video** presentation about one of the contemporary artists will be shown to make students more engaged in the classroom..

**Preparation and supplies:**

|  |  |  |
| --- | --- | --- |
| **List of Supplies/Equipment Needed:** | | |
| 30 Wood Frames, Each 4x4 Inches which are made previously in woodshop by the art teacher, Clay, Pottery Tools, Wood Sticks, Apron, Canvas, Plastic bags, water sprays, rollers, hand outs of the project | | |
| **Preparation Steps:** | **When:** | **Done:** |
| -Set Up the Classroom  -Prepare tools and materials | Before Class | P  P |

**Activity:**

|  |  |  |
| --- | --- | --- |
| **Time:** 75 min | **Outline of Steps in class** | **Points to be Discussed During the Class (Narrative):** |
| 5 min (1:45-1:50)  15 min (1:50-2:05)      50 Min  (2:05-2:55)  7 min | Introduction/Hook/ Motivator  Demonstration, Teacher’s Activities  Studio Time  Formative Assessment by the teacher  Clean-up | Teacher will show a short video of a contemporary artist  Teacher will have a demo again on making relief and reviews the criteria of a successful relief artwork for the students. Teacher will go over the rubric again. Teacher will emphasize again that each tile should be in a dialogue with another tile as the overall is the composition and collage of all tiles together. Teacher will talk about the final installation and consideration a little hole on the back of tile for nails.  Teacher will go around to help the students individually in making their relief. Teacher will go over the rubric again with individuals while viewing their works and making constructive feedback on their works.  Students will be asked to clean up the tables and the floors before leaving the class  Students will take their tiles and wrap them in plastic bags. They leave their tiles on the assigned shelves |

**Modification:** If some gifted students are faster, they can make the second tile.

**Teacher Reflection**: What should I do to make this lesson better?

**Parvin Peivandi**

Lesson Plan 6 from Unit: “We are all created of the same clay”: Transition from 2D to 3D art

**Lesson 6:** **Shining the Faces**

Grade**:** 9-10 MYP

**Assumed Prior Knowledge:**

Students have had no experience in bisque firing.

**PLO’s:**

Visual Elements and Principles of Art and Design: Perceiving/Responding

Compare the expressive and Physical qualities of a selected element as employed in a variety of materials. With a variety of technologies, through a variety of processes

Visual Elements and Principles of Art and Design: Creating, Communication

Create a 3-D image from a 2-D image

**IB Learning Objectives**:

**Change:** Transformation from one form, state or value to another,

**Inquiry**: understanding and evaluating causes, processes and consequences, metamorphosis or transformati**on**

**Identity:** Define individual, groups, things, eras, places, symbols

**Encouraging International Mindedness**

**Lesson Objectives:**

* Students will develop their skills from 2D to 3D arts.
* Students will learn how to polish the surface of their clay and apply different strategies for finishing their work.
* Students will learn how to bisque their ceramic works and what is the right temperature for their tiles.

**Lesson Assessment:**

Students will be observed for their class participation and attendance.

Students will be assessed on their craftsmanship, their attention to the surface and refinement of their tiles.

Students will receive the self-assessment sheet from the teacher that they will fill out. Students also receive formative assessment from teacher in studio time.

**Concept & Vocabulary:**

Bisque, Firing, Ceramic terminologies, Different Clay Bodies, Kiln, Glaze

**Motivator/Introduction:**

A short **video** presentation about one of the contemporary artists will be shown to make students more engaged in the classroom.

**Preparation and supplies:**

|  |  |  |
| --- | --- | --- |
| **List of Supplies/Equipment Needed:** | | |
| 30 ceramic tiles in wood frames (Work in Progress) | | |
| **Preparation Steps:** | **When:** | **Done:** |
| -Set Up the Classroom  -Prepare tools and materials | Before Class | P  P |

**Activity:**

|  |  |  |
| --- | --- | --- |
| **Time:** 75 min | **Outline of Steps in class** | **Points to be Discussed During the Class (Narrative):** |
| 5 min (1:45-1:50)  15 min (1:50-2:05)      50 Min  (2:05-2:55)  7 min | Introduction/Hook/ Motivator  Demonstration, Teacher’s Activities  Studio Time  Formative Assessment by the teacher  Closure and Clean-up | Teacher will show a short video of a contemporary artist  Teacher will have a demo for polishing the surface of the clay and refining techniques. Teacher will emphasize again that each tile should be in a dialogue with another tile as the overall composition is the collage of all tiles attached together. Teacher will talk about the final installation again and consideration of a little hole on the back of the tile.  Teacher will go around to help the students individually in finishing their works and polishing the surface of their tiles. Teacher will give feedback on the works. Students will highlight on the common area or dialogue in their tiles in regard to the tile of another student in the class. They will work on integration by adding a similar texture, line or level to their tiles. Students try to integrate their pieces together, while finishing their tiles.  Students will be asked to clean up the tables and the floors before leaving the class.  Students will take their tiles to the assigned shelves and will leave them unwrapped for bisque firing. |

**Teacher Reflection:** What can I do next time to teach this lesson better**?**

**Parvin Peivandi**

Lesson Plan 7 from Unit: “ We are all Created of the Same Clay”

(Transition from 2D to 3D art)

**Lesson 7:” Let’s finish the faces of our tiles”**

Grade**:** 9-10 MYP

**Assumed Prior Knowledge:**

Students have had no or little experience in glazing or coloring the ceramics.

**PLO’s:**

Visual Elements and Principles of Art and Design: Perceiving/Responding

Compare the expressive and Physical qualities of a selected element as employed in a variety of materials. With a variety of technologies, through a variety of processes

Materials, Technologies, and Processes: Perceiving/Responding

Evaluate the skills and techniques associated with the use of particular materials and processes in a given work

**IB Learning Objectives**:

**Change:** Transformation from one form, state or value to another,

**Inquiry**: understanding and evaluating causes, processes and consequences, metamorphosis or transformati**on**

**Identity:** Define individual, groups, things, eras, places, symbols

**Encouraging International Mindedness**

**Lesson Objectives:**

* Students will develop their knowledge of ceramic and glaze firing.
* Students will learn how to glaze or color the ceramic pieces and what is the difference between finished surfaces of colored or glazed ceramics.
* Students will learn how to work together as a group to finish their works

**Lesson Assessment:**

Students will be observed for their class participation and attendance.

Students will be assessed on their craftsmanship, their attention to the details, color application or glazing the ceramics.

**Concept & Vocabulary:**

Glaze, Firing, ceramic terminologies, different clay bodies and Glazes.

**Motivator/Introduction:**

A short **video** about one of the contemporary artists will be shown to make students more engaged in the classroom.

**Preparation and supplies:**

|  |  |  |
| --- | --- | --- |
| **List of Supplies/Equipment Needed:** | | |
| Different Glaze colors, acrylic paints and inks, paint brushes, sponges, water sprays, | | |
| **Preparation Steps:** | **When:** | **Done:** |
| -Set Up the Classroom  -Prepare tools and materials | Before Class | P |

**Activity:**

|  |  |  |
| --- | --- | --- |
| **Time:** 75 min | **Outline of Steps in class** | **Points to be Discussed During the Class (Narrative):** |
| 5 min (1:45-1:50)  15 min (1:50-2:05)      50 Min  (2:05-2:50)  13 min | Introduction/Hook/ Motivator  Demonstration, Teacher’s Activities  Studio Time  And also Formative Assessment by the teacher  Closure and Clean-up | Teacher will show a short video of a contemporary artist  Teacher will have a demo for glazing the surface of the clay and techniques of texturing and stenciling. Teacher will have a short demo of painting or inking the ceramic as the second option for the students. Teacher will emphasize again that each tile should be in a dialogue with another tile as the overall composition is the collage of all tiles attached together. Teacher will talk about the final installation again and overall design of the installation. Teacher will ask the students to make a decision as a group for picking either paint or glaze for the surface of the final works.  Students as group decide to select paint or glaze for finishing the surface of the tiles. Students also will select one or limited color palates for their tiles in collaboration with each other. Teacher will go around to help the students individually in painting and glazing the tiles. Teacher will give constructive feedback on the works as formative assessment. Students will highlight the areas on their tiles which is has some thing in common with another student’s tile and also the overall composition. .  Students will be asked to clean up the tables and the floors before leaving the class.  Students will take their glazed tiles to the assigned shelves. |

**Modification**: If the works are not finished, teacher will add another lesson plan for working session.

**Teacher Reflection**: What Should I do next time repeating this lesson?

**Parvin Peivandi**

Lesson Plan 8 from Unit:” We are all created of the SameClay ”: Transition from 2D to 3D art

**Lesson 8:** **“ We are all Created of the same Clay”**

Grade:9-10 MYP

**Assumed Prior Knowledge:**

Students have had little experience in installation works.

**PLO’s:**

Visual Elements and Principles of Art and Design: Perceiving/Responding

Compare the expressive and Physical qualities of a selected element as employed in a variety of materials. With a variety of technologies, through a variety of processes

Materials, Technologies, and Processes: demonstrate respect for their own work and the work of others.

Visual Elements and Principles of Art and Design: Perceiving/Responding

Use the vocabulary of the visual elements and principles of Art and Design in discussion and art criticism.

**IB Learning Objectives**:(Big Ideas)

**Change:** Transformation from one form, state or value to another,

**Inquiry**: understanding and evaluating causes, processes and consequences, metamorphosis or transformati**on**

**Identity:** Define individual, groups, things, eras, places, symbols

**Encouraging International Mindedness**

**Lesson Objectives:**

* Students will develop their knowledge and skills in ceramic’s Installation
* Students will learn how to collaborate and respect others’ opinions in-group
* works.
* Students will learn how to analyze and critique artworks professionally.

**Lesson Assessment:**

Students will be observed for their class participation in installation and art criticism. Students will be assessed on their collaboration in the groups, their individual works and group works. Students also will receive the Summative Assessment at the end of the class based on the assessment rubric of the unit.

**Concept & Vocabulary:**

Globally minded, Citizen of the world, social justice, Installation, interdisciplinary art, sound and light Installations

**Motivator/Introduction:**

A shortvideoabout one of the contemporary artists will be shown in the beginning of the class to make students more engaged in the classroom.

**Preparation and supplies:**

|  |  |  |
| --- | --- | --- |
| **List of Supplies/Equipment Needed:** | | |
| Big wood panels or frames which are previously made by the teacher for the installation  Tile Glue, nails, metal wires | | |
| **Preparation Steps:** | **When:** | **Done:** |
| -Set Up the Classroom  -Prepare tools and materials | Before Class | P |

**Activity:**

|  |  |  |
| --- | --- | --- |
| **Time:** 75 min | **Outline of Steps in class** | **Points to be Discussed During the Class (Narrative):** |
| 5 min (1:45-1:50)  15 min (1:50-2:05)      45 Min  (2:05-2:50)  7 min | Introduction/Hook/ Motivator  Demonstration, Teacher’s Activities  Summative assessment  Studio Time  For Installation  Closure and tea party | Teacher will show a short video of a contemporary artist  Teacher will have a summary of the unit and review the works. Teacher will ask students to reflect on their works, their peers’ works and their overall experiences in this unit.  What was more interesting for them in the project? How they find the group work? Teacher will give them a summative assessment sheet based on the unit rubric that was given to the students in the beginning. Teacher will also talks about some installation works by sound and light.  Students and teacher will install the work together and document the work.  Time to have a little feast of tea and cookies for celebration. |

**Modifications**: If there is a shortage of time, this lesson can be split up to two lessons in two different sessions: 1- Installation of the work. 2-Assessment, feedback and Reflection

**Teacher Reflection**: What Should I do next time with this lesson plan?

**Adaptations and Modification in this unit:**

**Considering the diversity and special needs of students:**

Modifications have been considered for the diverse needs of students in all the lessons of this unit plan. For ESL, IEP, Gifted/higher level students, the time of the lesson can be extended, the content can be simplified or more challenged.

For ESL students, there will be multimodal instructions: the vocabulary and the task sheets can be converted to visual forms and demos. During the lesson, these students will be observed with extra attention, if there is any sign of confusion in their non verbal behavior or gesture, teacher would approach them and spend more time with them. Also the ESL students or different able students can be paired up with native speakers or gifted students in groups that increase the efficiency of class and scaffold learning.

Teacher will deliver the subjects step by steps in a logical time and manner and a task sheet and rubrics will be available for all students. During studio time, teacher will give formative feedback to all students and offers assistance to those who need more help.

Teacher will sit or stand more close to IEP students. For IEP students, the expected criteria will be more based on techniques and technology than concept. The lesson contents and instructions will be more simplified and digestible for them with extra time and attention during presentation and studio time.

There are always extra curricular activities, more challenging projects or personal research for the Gifted/HL students. These students will be given more options such as: following an inquiry question, doing research, writing artist statement on each project and reflection papers. Those students who are making art portfolios for university admission will receive extra time for consultation and modification of their art projects.

Assessment

Formative &

Summative

**Background Information:**

**For starting the assessment in IB:**

This MYP year 5 (Grade 9/10) visual arts unit explores the new materials, processes and skills involved in transition from 2D art to 3D art. This unit is guided by the key concept of “Change” and the related concepts of “Composition” and “ Expression”. Students inquire into the statement: “ Exploring the material transformation and transition is an artistic inquiry that expands the artists’ view points of the life and helps the artists to understand and reflect more deeply on the changes in the world around them.”

This unit comprises 10 teaching hours, during which the students collaborate with each other to design and make a ceramic installation as public art. This installation will be installed in a public space, school or community center and reflects the collaboration and integration of these art students in the class.

Every student will design, draw and make a ceramic tile which has a dialogue with the tile of other students. Students try to find a common ground or dialogue between each other and at the same time they pay attention to the overall composition of the installation. This is a zoom in and out activity that is the practice for being open-minded or in a broader sense to be an internationally minded person.

Students will be assessed both on their skills and their responding on the project in regard to the world around them.

**Summative Assessment for the Unit: “ We Are All Created From the Same Clay”**

Criterion B: **Developing Skills: IB, MYP grade 9/10 Art**

|  |  |
| --- | --- |
| Level | Descriptor |
| 0 | The student does not reach a standard described by any of the descriptions below |
| 1-2 | The student  I Demonstrate **limited** acquisition and development of the 3D skills in  making relief, showing volume, correct 3D proportions, craftsmanship,  attention to details, polishing the surface of the clay , overall  composition.  II Demonstrate **limited** application of the 3D skills,  application of theory and practice in making ceramic tiles, showing the  volume, polishing and refining the surface of the tiles and overall  composition |
| 3-4 | The Student:  I Demonstrate **adequate** acquisition and development of the 3D skills in  making relief, showing volume, correct 3D proportions, craftsmanship,  attention to details, polishing the surface of the clay , overall  composition.  II Demonstrate **adequate** application of the 3D skills,  application of theory and practice in making ceramic tiles, showing the  volume, polishing and refining the surface of the tiles and overall  composition |
| 5-6 | The Student:  I Demonstrate **substantial** acquisition and development of the 3D skills in  making relief, showing volume, correct 3D proportions, craftsmanship,  attention to details, polishing the surface of the clay , overall  composition.  II Demonstrate **substantial** application of the 3D skills,  application of theory and practice in making ceramic tiles, showing the  volume, polishing and refining the surface of the tiles and overall  composition |
| 7-8 | The Student:  I Demonstrate **excellent** acquisition and development of the 3D skills in  making relief, showing volume, correct 3D proportions, craftsmanship,  attention to details, polishing the surface of the clay , overall  composition.  II Demonstrate **excellent** application of the 3D skills,  application of theory and practice in making ceramic tiles, showing the  volume, polishing and refining the surface of the tiles and overall  composition |

**Summative Assessment for the Unit: “ We Are All Created From the Same Clay”**

**Criterion D**: **Responding: IB, MYP, art 9/10**

|  |  |
| --- | --- |
| Level | Descriptor |
| 0 | The student does not reach a standard described by any of the descriptions below |
| 1-2 | The student  I Creates a **limited** artistic response and engagement with other people  and the world around him or her  II presents a **limited** evaluation of the artwork of self and others. |
| 3-4 | The Student:  I Creates an **adequate** artistic response and engagement with other  people and the world around him or her  II presents **an adequate** evaluation of the artwork of self and others. |
| 5-6 | The student  I Creates a **substantial** artistic response and engagement with other  people and the world around him or her  II presents a **substantial** evaluation of the artwork of self and others. |
| 7-8 | The student  I Creates **an excellent** artistic response and engagement with other people  and the world around him or her  II presents **an excellent** evaluation of the artwork of self and others. |

**Self Assessment/Feedback Form (for the student as Formative Assessment):**

**Student name:**

**Date:**

**Project name:**

1. What was the most interesting thing for me in this project?
2. What was the most challenging thing in this project?
3. What was the main problem in making my art?
4. How did I solve the problem?
5. What have I learned from this project?
6. What kind of experience did I have that I can compare to my life events?
7. What do I take home from this experience? How did it change me?
8. If I were to experience this project again, what would I change or do differently?
9. What other project/experience might grow out of this experience?

**Unit Vocabulary:**

**Relief:** sculpture, consisting of shapes carved on a surface so as to stand out from the

surrounding background

**Integration**: an act or instance of incorporating or combining into a whole

an act or instance of integrating a racial or other ethnic group

behavior that is in harmony with the environment

**Composition:** the act of combining parts or elements to form a whole

manner of being composed; structure.

the act or process of producing a literary work.

**Installation:** the act of installing or the state of being installed

an art exhibit often involving video or moving parts where the relation of

the parts to the whole is important to the interpretation of the piece

**Compassion:** a feeling of distress and pity for the suffering or misfortune of another,

often including the desire to alleviate it

**Metamorphosis:** a complete change of physical form or substance

a complete change of character, appearance

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called *transformation.*

**Clay:** a natural earthy material that is plastic when wet, consisting essentially of

hydrated silicates of aluminum: used for making bricks, pottery, etc.

**Slab:** a broad, flat, somewhat thick piece of clay.

**Glaze**: To cover with a smooth, glossy surface or coating

**Art Critique:** Using the art terminology, expressing feedback about the formal,

conceptual and referential aspects of a work of art.

**Appendix:**

**Unit Resources and Links for showing video of contemporary artists in the**

**beginning of each class:**

PowerPoint as attachment

Artnet.news

Tate (modern)

Arts daily

Tate worlds on YouTube

Spiral workshop by Olivia Gude

Juxtapose

Arts daily

Guggenheim museum

Museum of Modern Art, NY

**Links to Course Readings:**

**Charles R. Garoian, Performing Pedagogy: Toward an Art of Politics**

**Olivia Gude’s ,Principles of Possibilities**

**Modification of this unit for senior class, Grade 11/12:**

For grade 11/12, I have modified the same project by attracting my student’s attention to the importance of community and togetherness in each society and the fact that in a multicultural society ,we are all part of one bigger community. I talked about the development of patterns in different cultures around the world and also the application of the patterns in design, art and craft. Doing so, I showed the students a PowerPoint of different patterns and motifs in diverse cultures, and then I asked them to develop their own patterns.

I showed my students a design by Bill Reid and asked them to appropriate the contours of this design for their tiles as a whole. Each Student received one paper template that was part of the big design and each student developed his/her pattern within the frame of this template. In doing so, each student was making a piece of a puzzle that was connected to other students’ pieces.

I asked my students to do the drawing first and then transfer the drawing onto the surface of the clay. After they finished the clay, we fired and glazed the pieces and put all the pieces together as a whole to form the design. At the end, students learned how the artwork of each of them was important in shaping the big design as few pieces were missing as the result of some students’ absences or unfinished works.

Students were informed that they could make a pattern by simply repeating a motif or an element that they like from their own background culture or interests.

**What have I learned from this unit? Do I need to make any change in this unit for my future teaching?**