

Syracuse University Department of Art Education

Visual Arts Curriculum Components – K-12 Learning Sketch Short Form Template

Date/Semester:	Spring 2021 - February 22, 2021
Grade Level/Course:	9th-12th, Ceramics - Intro and Advanced
Unit/Lesson Topic:	Native American Pottery and Ceramics
Instructor:	Patrice Gonzales
Lesson Title:	Native American Pottery

Previous Learning Experience/Prior Knowledge:

Students have been working in a hybrid model since September where they come into school two days a week and work virtually three days a week. This means students are only able to work on their ceramic pieces one day a week. This is their second week of this semester. This class is a mix of ages but they each have experience with ceramics. Due to quarantining and the hybrid schedule students are working on different projects, either a modular vessel, a Day of the Dead skeleton, or they are beginning to work on a phobia sculpture. Last class was the week before break so only a few students were able to begin their phobia sculpture due to worries about the clay drying out. Students have had little instruction on Art History, contemporary artists, or the history of ceramics. Some students are interested in making their phobia piece into a vessel. The high school is on Onondaga and Haudenosaunee land.

Developmental Characteristics:

- More independent
- Developing more intimate relationships
- Have more empathy
- More open to sharing
- Spend more time with friends
- Show concern for the future
- Can defend their own choices
- Have more defined work habits

Adolescence. (2020, March 06). Retrieved February 19, 2021, from <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/adolescence2.html>

What's the Significant Idea?

Native American Ceramics

Essential Questions:

How does art help us understand the lives of people of different cultures?

Learning Objective:

Students will apply techniques found in Native American pottery to represent their phobia of choice

Linked Assessment Outcomes: (Include Formative & Summative Assessments)

- Students will write an exit ticket stating which of the techniques they would consider using in their phobia sculpture and why - envisioning
- Students will communicate orally why they prefer one Native artist's work over another using evidence found in the artworks - responding
- Students will use one of the techniques or adapt one of the techniques from the presentation to create their phobia sculpture - creating

Specific Assessments:

- Exit ticket
- Oral response
- Final sculpture

Learning Object:

- Steve Smith
- Ada Jacques

Essential/Key Questions:

How does art help us understand the life of people of different cultures?

How can art pass down cultural traditions?

Universal Design for Learning Lesson Specific Plans:**Representation:****Multiple Modes: Visual, Auditory, Spatial, Linguistic, Gesture**

I'll be presenting the work via Powerpoint so students will see, read and hear the information being presented to them. Students will also be able to explore the Powerpoint independently after class through their Google Classroom.

Sensory/Tactile:

Students will be able to respond orally, through writing or through typing.

Cultural:

We'll be talking about Native Artists who live in the area and whose work students can see in person by visiting Nation's cultural center or by visiting the Everson Museum of Art. I wanted to do a lesson that highlighted the work of marginalized peoples but were also accessible to students.

Engagement:

Students can engage in the content visually, through listening and in discussion. The Powerpoint presentation will be up in their Google Classroom so they can return to the presentation later and spend as much time with it as they need. I will also be setting up a Google survey for remote students to vote on their first Art Madness match up and if students do not feel comfortable writing down their response or saying it out loud, they can submit it through this form. Students will also explore this content as they make their phobia or vessel sculptures.

Expressions:

Students can express their learning by participating orally during our in class discussion, through writing in the form of an exit ticket and in the form of their final sculptures.

Activity Map:

12:44 - 12:55 - Native American Ceramics presentation

12:55 - 1 - Introduce Art Madness to students and have them vote

- For the first four weeks I'll introduce students to two contemporary ceramics artists, students will then vote on which one they want to move on to the next round. During week 5 students will vote on who will make it to the finals. On week 6 they'll pick their winner

1:00 - 2:00 - Students work independently on their projects

- Some students are finishing up their old projects and some are working on new sculptures that will represent a phobia. These students will be sketching their idea or will just be starting to form them in clay. I chose these artists because many students picked animals and are planning to place them on vessels. Students can look to these artists for inspiration for how they want to represent these animals (carved versus attached to the vessel).

2:00 - 2:10 - Student clean up

Content Standard Connections:

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

VA:Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Alliances and Outside Resources:

- Host teacher who has given the students a foundation in the basics of ceramics
- The National Museum of the American Indian
- The Everson Art Museum
- The Oneida Nation- <https://oneida-nsn.gov/>
- Sic National Polytechnic <https://www.snpolytechnic.com/>

Vocabulary Including Age Appropriate Definitions:

Symbolism- the use of symbols to represent ideas

Iconography- the visual images and symbols used in a work of art or the study or interpretation of these

Alliance- a union formed for mutual benefit

Territory- an area of land under the jurisdiction of a state

Haudenosaunee- an indigenous confederacy of six nations in northeast North America

Teaching Materials/Equipment/To-Do List:

- Powerpoint presentation
- Google classroom
- Google survey for remote students' exit ticket

Guided Discussion:

Topic Question

Can anyone tell me which of these Nations' land we are on now?

Association Questions

What iconography do you see here? What symbols? What do you think these symbols represent? How do they relate to the creation story?

Visualization Questions

How do you think this artist create this form? How did they apply the turtles? What tool would you use to achieve this effect? How were these forms simplified?

Transition Questions

What techniques did you see here that you would consider using in your own

projects?

Lesson Extensions/Adjustments for Students:

If a student works well and quickly...

Students who finish early will be able to either start their phobia project or they can take clay and experiment with one of the techniques observed in the Powerpoint. We will be able to print out a picture for them to reference as they work.

If a student works slowly and the class is moving on...

Students are working independently on their projects and no one is on the same step. For students who are behind in their work they can skip working on their exit ticket and can respond on their Google Classroom on one of their remote days.

If I have students with varying abilities and need to use different techniques or materials...

Students have been provided with templates to help begin their sculptures. There are a variety of stamps and rollers students can use to achieve different patterns and textures. Due to the hybrid schedule, students have the benefit of getting much more one-on-one time with their teachers to provide extra support.

Clean-Up Plan:

Students will begin cleaning up 10 minutes before the end of class. Each student has their own locker to place their art objects and if their object is ready for the kiln students know which shelf to place their sculpture on. Students are familiar with how to wrap their unfinished pieces to ensure they do not dry out before their next class and know where the glazes go. They know how to clean and where to store their paintbrushes. Each student has their own set of tools that are kept in their lockers

Teacher Reflections/Retellings/Reinterpretations:

After my first round of teaching I created an exit ticket handout that has both artworks on it. This makes it easier for students to answer the prompt because they can reference the photos in real-time and see them in more detail. I was happy with the way that students were engaged in the lesson and were able to speak about the artworks. I'd like to continue to have students engage in this kind of observation because I think it helped them envision what their new pieces would look like.

Once my host teacher and I decided to share this full lesson with the remote students I had to add a lot more text to the slide presentation. I find it challenging to balance overwhelming students with the amount of text on the slide and not providing them with enough text on the slide. I'm eager to see how the remote students react to the prompt I provided them.

Remote Learning Notes:

Remote students have been given a prompt to explore using modeling clay that is different from what students in class are doing. I would like to have them participate in what the class is doing through these Powerpoints and by voting in Art Madness. Students have also been provided a list of resources in their Google Classroom to find new artists to reference in their work.