



**Durham Arts Council CAPS Teaching Artist Roster
Lesson Plan Template**

Program Title: What a Face Mug Pottery Residency		Teaching Artist Name: Cynthia Bennett Harrell
Grade Level: K-5	25	Length of Program: <i>Total Days: 2 to 3</i> <i>Length of session(s):</i> 90
Arts Focus: Creating and expressing ideas about oneself, ones past, and or future Creating original art without copying		Curriculum Focus Understanding physical changes in matter. Relating artistic ideas with environmental or historical context to deepen understanding
Primary Learning Goal(s): Students will learn to generate and conceptualize artistic ideas and work Student will learn to organize and develop artistic ideas and work Student will learn to refine and complete artistic work <i>(What should students learn during this residency, workshop, or performance?)</i>		
Connecting NC Essential Arts Standard <i>Identify at least one NC Essential arts standards being addressed by the program and primary learning goal.</i> <i>K.V.1.2 Creating original art that express ideas about oneself</i> <i>K.V.2.2Sensory exploration</i> <i>K.V.2.3 Creation of original art without copying</i> <i>K.V.3.3 Using ceramics to create art</i>		Connecting Common Core State Standard(s) <i>Identify at least one common core standards in math or language arts being addressed through your residency for the grade level specified above.</i> Standard #2 Using knowledge of structures and function. Standard #4 Choosing and evaluating arranging of subject matter, ideas, symbols. Standard #5 Make connection between visual Arts and other disciplines.
Connecting NC Essential Standard(s) <i>Identify at least one NC Essential science, social studies, information & technology, healthful living, or world languages standards being addressed by the residency and primary learning goal.</i> <i>Science 3. P.2.3 Understand the structure and properties of matter before and after they undergo change.</i>		

Program Overview *(Describe the activities you will present each day of the residency, or for the timeframe of the workshop/performance in order to develop participant understanding of the primary learning objective and the connecting arts and core curriculum standards. (Include approximate length of each activity).*

Residency 2 -3 day

Day 1 60 -90 minutes

15

Introduction of project purpose and content to students

Photographic examples, teaching artist examples of project at various stages and completion. Short discussion and question and answer session.

45 minutes

2. Distribute sponges/water and clay for mug base and body in the form of slabs. Tables are pre covered in plastic, etc.

3. Instruction in assembly of basic mug form by teaching artist.

STUDENTS SIGN THE BOTTOM OF THEIR MUG. Optional addition of a handle.

4. Tools for self expression decoration and adding face to mug, springs used with instruction.

5. Optional use of underglazes for decorating

6. Texture added as desired

15 minutes

7. Mug wrapped in plastic and brought to teaching artist (who checks each one.)

End of Session

Day 2 60 minutes

Mugs are kiln fired

Materials: glaze, brushes, sponges, files/sandpaper

1. Distribute mugs-sponged to remove dust and filed to remove sharps

2. Teaching Artist (TA) demonstrates and assists students in problems solving during glazing process.

3. TA reiterates the glazing process & bottoms are checked for glaze by students.

4..TA rechecks mugs and notes who correctly followed instructions for process.

5. Short discussion of process including thoughts, opinions. Students, teacher and TA decide on collaborative exhibit of completed art work and a title for exhibit. Volunteers to create signage for exhibition.

End of session

Day 3 60 minutes

1. Completed Face Mugs are distributed to students

2. TA Reviews process and highlight skills gained.

3. Students discuss their individual work.

4. Toss to self expression using mugs (TA will bring acceptable beverage)

5. Setup exhibition if possible.

6. Photographs taken.

Session ended.

Evaluation of workshop completed.

Materials: *List materials that will be required to conduct this program.*

Non toxic Buff Clay/ slip

Sponges/water

Work surface eg, wax paper

Tools including pencils, fingers

Texture springs

Under paints

Clear over coat glaze

Kiln for firing/ air dry clay (space for drying)

Teacher Involvement

Program Evaluation

Teacher(s) role: *Describe the role of the classroom teacher before, during, and/or after the sessions and activities.*

Meet with teaching artist prior to session. Communicate any curriculum related objectives for this workshop. Prep the parents/ students that session is scheduled. Have appropriate environment ready

Evaluation Tool(s): *Describe how you will evaluate your program's success. Address at what points you will check in throughout the residency to determine student learning and participation levels.*

I will: check that all goals are clear and defined, and measurable. Evaluate throughout the session to make sure goals are realistic and not too hard or too easy, and be ready to modify if appropriate. Checklist for timeliness of completion of workshop goals for each student. Have an action plan to address any modifications needed to assure student success. Use information related to student learning rates and participation levels to measure success and improve services. Communicate results to teachers and staff.

<p>Teacher-Artist Orientation: <i>Outline your orientation checklist, including any questions, suggestions, collaboration ideas and any information you will provide to teachers/staff as part of this program.</i></p> <p>Projects are age appropriate and teach critical thinking, self expression and problem solving. Connections In Clay foster an understanding of how representational, multidimensional art relates to concepts in math, science, language arts and social studies. Teaching Artist is eager to coordinate with teaching sessions to reinforce classroom work.</p>	<p>Extension Activities: <i>Describe the tools you will leave behind for teachers and staff to develop and implement after you have left the classroom.</i></p> <p>Photographs of finished work. Photographic examples of creating artistic expressions of ideas/stories/events</p>
<p>Resources: <i>List resources consulted or used during the residency (books, DVD's, music, web resources, and other supporting materials)</i></p> <p>NC Essential Arts Standards, Common Core, The Benefits of Clay Therapy- The Center for Wellness Leadership Therapeutic Qualities of Clay -Woltmann (1993) Working with Clay in the Classroom and Practicing Art Safety Clay in Schools, Edited by Mel Jackson Teaching Clay in the Classroom by Jeni Hansen</p>	
<p>Space Requirements: Classroom ,tables (covered in plastic, vinyl or paper) access to water</p>	<p>Technical Needs: Projector or display board for photographic Examples</p>
<p>Program Variations Available: <i>Describe any flexibility in the program or other variations of the program offered, etc. The use of air drying or fast drying clay-like material vs ceramic clay (This would eliminate the need for a 3rd session) In fact, It's possible that a simplified project could be completed in one 90 to 120 minute session.</i></p> <p>Painting vs glazing of finished project would also eliminate the need for session #3. Simplification of project is also possible to decrease complexity as indicated by student needs.</p>	
<p>Additional Comments: Project will be modified as appropriate with focus on age appropriate competencies.</p>	

