

**Lesson Plan Title:** Ceramics Lesson  
**Grade:** 6  
**Time:** Seven to Eight 45-min periods  
**Teacher:** Christine Huang  
**Date:** October 4, 2014

### Overview

Like all forms of art, ceramics require a lot of practice and never ending perseverance to produce solid artworks. Ceramics in history have functional purposes that closely connect with daily living and cultural customs. The fusion of Halloween culture with the art of ceramics creates functional artworks that have personal meaning and the incorporation of ceramic techniques.

### Concepts in Art Disciplines

#### **Art Production (Art Making):**

- **Element/Principle of Design:** Shape
- **Technique/Process:** Ceramics Techniques – pinch pot, scoring & slipping, wedging, kiln, bone dry, leather hard

#### **Aesthetics:**

- What is ceramics?
- When is a ceramic work considered a success?

#### **Art Criticism:** “Pumpkin” by Yayoi Kusama. 2000. Mixed media, paper mache. 9” x 12” x 12”.

- *Description*
  1. What do you see in this artwork?
  2. What colors are here?
  3. What kinds of shapes do you see?
- *Formal Analysis*
  1. How are the shapes arranged?
  2. How is color used?
  3. Is the artwork two-dimensional or three-dimensional?
  4. Did the artist produce the work from imagination or a model?
- *Interpretation*
  1. What is the meaning of this artwork?
  2. What is the subject of the artwork?

- *Judgment*
  1. Do you think this is a successful work of art? Explain.
  2. Are there any changes you would make to this artwork? If so, what?
  3. What feeling or emotions does this artwork express to you?

### **Art History**

- History of Ceramics
- Background on Yayoi Kusama

### **Learning Objectives**

#### **Art Disciplines:**

- Students will create two pinch pots by using the pinch pot technique.

#### **Adaptations/Modifications for Students with Disabilities**

Change the amount of time allowed for completing art activities. Encourage students to take breaks during art activities. Change mode of instruction. Adapt level of skill needed to complete art activities. Change the materials or adapt them to the needs of the student. Simplify the art making activities. Modify how special needs students can respond. Adapt the extent to which student engages in art activities; adapt to students' strengths and interests. Change the goals of the art activities, but use the same materials. Provide visuals to further explain verbal and written instruction.

#### **Non-Art Discipline:**

- Students will apply the culture of Halloween to their pinch pots by representing an aspect of Halloween.
- Students will write about their ceramic piece by writing a short fictional or nonfictional story that is at least one-page long and double-spaced.

#### **Adaptations/Modifications for Students with Disabilities**

Encourage students (particularly with ADHD) to find their own comfortable places within the classroom to make their artworks. Provide extra time. Remind students of behavioral expectations. Provide special needs students with clear and unobstructed view of demonstration.

#### **Democratic Skills:**

1. Students will use attentive and respectful listening skills when members of class/small groups are expressing ideas and feelings.
2. Students will reflect on their own thinking processes and behavior
3. Students will respectfully ask others about things they say if they didn't understand what was said or if they want someone to say more.
4. Students will help each other and collaborate ideas during the stimulation activity.

5. Students will authentically and meaningfully communicate others in the classroom while honoring one's own unique self and needs.
6. Students will listen to and respect the opinions of others even if they don't agree with them.

### **Democratic Skills Learning Modifications:**

Give frequent positive feedback, particularly when special needs students are listening to others and being listened to by others. Allow students to complete art-learning tasks away from others when needed. Assign special needs students to routine classroom tasks, as well as tasks of responsibility for group learning needs, e.g. table leader who needs to distribute materials, conduct pre quiz reviews etc.

### **Sequence of Classroom Activities**

1. Day 1: Art history, Yayoi Kusama, Demonstration
2. Days 2-4: Students work on pinch pots
3. Days 5-7: Students work on short story and complete questionnaire
4. Day 8: Paint pinch pots

### **Materials & Equipment**

- Clay
- Kiln
- Water
- Cups
- Pencils
- Needle tools
- Paintbrushes
- Plastic bags
- Spray bottles
- Lined paper

### **Resources**

- Artnet Auctions. <http://www.artnet.com/auctions/artists/yayoi-kusama/pumpkin-7>. October 4, 2014
- Victoria Miro. <http://www.victoria-miro.com/exhibitions/464/>. October 4, 2014.
- HuffingtonPost. [http://www.huffingtonpost.com/2012/10/04/can-you-guess-how-much-ya\\_n\\_1936864.html](http://www.huffingtonpost.com/2012/10/04/can-you-guess-how-much-ya_n_1936864.html). October 4, 2014.
- DesignBoom. <http://www.designboom.com/art/yayoi-kusama-i-want-to-live-forever/>. October 4, 2014.
- Gagosian Gallery. <http://www.gagosian.com/artists/yayoi-kusama/>. October 4, 2014.
- Wikipedia. [http://en.wikipedia.org/wiki/Yayoi\\_Kusama](http://en.wikipedia.org/wiki/Yayoi_Kusama). October 4, 2014.
- History. [www.history.com/topics/halloween](http://www.history.com/topics/halloween). October 7, 2014.
- Halloween History. [www.halloweenhistory.org](http://www.halloweenhistory.org). October 7, 2014.
- Lewiston Public Schools. <http://www.lewistonpublicschools.org/~jdube/FOV1-00031B96/?OpenItemURL=S0236B63A>. October 8, 2014.

- Depositphotos. <http://depositphotos.com/6951165/stock-illustration-cute-halloween-party.html>. October 8, 2014.
- Depositphotos. <http://depositphotos.com/1036643/stock-illustration-vector-halloween-elements.html>. October 8, 2014.

### **List of Art Works**

- “Pumpkin” Yayoi Kusama. 2000. Mixed media, paper mache. 9” x 12” x 12”.
- Bronze Pumpkins. Yayoi Kusama. Show – September 16 – December 14, 2014.
- “Pumpkin” Yayoi Kusama. 2000. Acrylic on canvas. 53.3 cm x 65.4 cm
- “Pumpkin, large” Yayoi Kusama. 2008. Fiberglass reinforced plastic, paint. 250 cm x 200 cm x 220 cm.
- “Dreaming Pumpkin” Yayoi Kusama. 2012. Stainless Steel and urethane paint. 90 9/16” x 86 5/8” x 86 5/8”.

### **Supporting Materials**

- Posters of artworks
- Timeline/Requirement Sheets
- Rubric
- Questionnaire Sheet

## **Narrative of Classroom Procedures**

### **I Want You To...**

- Make at least 2 pinch pots and that both have a Halloween theme. You can create two separate pots or a shaker.
- Think about what the object is going to be
- Think about whether or not your object is functional or will it be a decorative piece?
- Write about your object. Your story can be fictional where the object is a character or something happens to your object. Or, your story can be nonfictional meaning you talk about the history of your object or how it relates to Halloween.

### **More Questions, Statements, Positive Verbal Reinforcements, Suggestions, and Clarifications of Tasks**

- Wedge the clay before you start making the pinch pots so that you get rid of the air bubbles trapped in the middle of the clay.
- Make sure your ceramic piece is not bigger than an inch thick.

### **Lesson Extensions/Connections**

- Look at video of Yayoi Kusama say her poem on pumpkins. (<http://vimeo.com/106409856>)
- Look at other ceramicists

## NJCCS:

- **One Visual Arts Standard and Indicator: Visual and Performing Arts. 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. **D. Visual Art. 8:** Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. **1.1.8.D.1:** Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
- **One English Language Arts Standard and Indicator:** The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). **Grade 6 Students. Knowledge of Language. 3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **A.** Vary sentence patterns for meaning, reader/listener interest, and style.\* **B.** Maintain consistency in style and tone.\*

### **Anticipated Misconceptions that May Occur**

- Students will not all be able to wedge their clay all the way.
- Students will either need more time to finish or finish too early.
- Students will be talking and not be paying attention during the art history and art critic portions.

### **Teacher’s Evaluation**

#### **Lesson Plan:**

1. Are the activities in the lesson age-appropriate?
2. Are the activities in the lesson appropriate for all learners including students with disabilities and English Language Learners?
3. Are there any parts of the lesson that require too much time/too many features that don’t allow enough time for adequate understanding?
4. Did all parts of the lesson engage and maintain students’ interest?
5. Does the lesson conceptually link art with another subject in an integrated way that is both implicit and explicit?
6. Are the learning activities presented in the best sequence for maximizing student understanding and participation?

**Teaching of Lesson:**

1. Did I allow enough wait-time?
2. Did I make eye contact with students?
3. Was I excited about the lesson?
4. Did I ask enough open-ended questions?
5. Did I allow students to ask open-ended questions?
6. Did I speak clearly and loudly enough for students to hear me?
7. Did I hold students accountable and check for acquisition of knowledge?
8. Did build on students' prior understanding/knowledge
9. What is one aspect I can improve for the next time I teach this lesson?

**Student Outcomes:**

1. Were students able to create two pinch pots?
2. Were students able to create what they original idea?
3. Were students able to work collaboratively and respectfully during art making, aesthetics, criticism and conclusion?
4. Were students able to try their best without giving up?
5. Were students able to hand in their work on time?
6. Were students able to verbalize form and aesthetically pleasing forms?
7. Did students take into consideration different points of view while making their paintings?
8. Did students fill out the exit slip and self-evaluation sheet?

**Outcomes for students with learning disabilities:**

1. Did students feel successful?
2. Did students accept and build upon positive feedback?
3. Were students engaged and giving optimal effort during activities?

**Learners' Characteristics**

Students, ages 11-13, are considered to be in the Age of Reason stage in Viktor Lowenfeld's artistic development. Those at this stage are interested in form, which includes proportions, three-dimensional space, and realistic colors. Students in the Age of Reason stage are also more cognizant with understanding art materials.

**Students with Learning Disabilities Characteristics**

**ADD and ADHD:** Students with ADD and/or ADHD may be inattentive, hyperactive and/or impulsive. Students might exhibit the following: fails to pay close attention to details, makes careless mistakes, can't sustain focused attention, doesn't appear to be listening, has difficulty organizing tasks, activities, materials, doesn't like activities that require sustained focus, easily distracted by extraneous environmental activity, often forgets routine activities, fidgets, moves

hands and feet, moves round in seat, can't stay still, gets out of seat often, runs in classroom, hall climbs, has difficulty engaging in quiet activities, even quiet leisure activities, talks excessively, blurts out answers to questions, sometimes even before questions are completed, has difficulty waiting, taking turns, interrupts teacher and others frequently.

**Autism:** Students with Autism have a lifelong developmental disability that affects their verbal communication, nonverbal communication, and social interactions. Students might exhibit the following: repetitive activities and movements, resistance to changes in environment and daily routine, unusual responses to sensory experiences, poor play skills, frequent conflicts with others, lack of empathy and inability to see perspective of others, inability to tolerate overly stimulating environments, lights, sounds, and movements.

**Behavioral, Emotional and Social:** Students with Behavioral challenges can be aggressive and anti-social. Behavioral challenges may stem from a wide range of issues,-- gangs, drug use, homelessness, familial abuse, medication, and health problems. Students with Emotional challenges can feel sad, depressed and have low self-esteem. Students with Social challenges have difficulty interacting with others, making and keeping friends and dealing with everyday demands of social activities. Students with Behavioral, Emotional and Social learning disabilities might exhibit the following: inability to learn that can't be directly linked to health, sensory environmental or cognitive intelligence, inability to establish and maintain good interpersonal relationships with peers and teachers, voicing of inappropriate feelings or exhibiting inappropriate behaviors under normal classroom conditions, almost constant unhappiness or moody or depression-like behavior, passive- aggressive behavior, responds with trepidation and fear to ordinary classroom activities.

**Down Syndrome:** Students with Down syndrome usually learn and progress slower than most other children. However, not all areas of development are equally affected. Students with Down syndrome are strong in Social development, learning with visual supports, and reading words. Socially they develop roughly at the same time as babies without Down syndrome. In adult life they continue to acquire good social skills and appropriate social behavior. Students with Down syndrome learn better when they can see things illustrated. This spans across and includes the acquisition of language, motor skills and literacy. When information is presented with the support of pictures, gestures or objects, students with retain better. Many students with Down syndrome develop reading abilities in advance of what might be expected for their cognitive and language levels. Reading is a particular benefit, given their specific speech and language delays. Challenges include slow motor development, poor oral motor control which impacts language skills, delays in spoken language and use of expressive language, delay in mastering sentence structures and grammar, and difficulty in developing clear speech production, number skills (2 years behind reading skills), Verbal short-term memory, the ability to hold and process verbal information, and processing spoken language.