

# Lesson Outline (1)

Candidate:		Field Supervisor:	
Date: 2/27	Grade: 9-12	Mentor:	

Lesson Part	Activity description/Teacher does	Students do
<b>Informal Assessment of Prior Learning</b>  <i>(Sequence Start)</i>	<p>Before the class arrives have the PowerPoint set up, handouts printed and ready to pass out, the demonstration table set up, the rough draft papers printed, and questions written on the white board.</p> <p>Set an example tiki at each table in the center (you will need at least 6)</p> <p>On the white board write questions that will direct student observation about the Tiki placed in front of them. Instruct them to share as a table and write these in their interactive journal.</p> <ul style="list-style-type: none"> <li>• What do you notice about the appearance of this tiki? Specifically look at symmetry, shape, form, and lines.</li> <li>• What do you think looks good about it?</li> <li>• What do you think looks bad about it?</li> </ul> <p>While the class is making observations take attendance.</p> <p>Lead in a whole class discussion about observations.            "Table number ____ what did you think looked good about your vase? Why?"            "Table number ____ what do you think could be improved about your vase? How would you improve it?"</p> <p>Make sure to call on tables that have high achievers, medium achievers, and low achievers. Direct students to take notes in their journals about what other tables to observe. <i>5-10 minutes</i></p>	<p>Students will read and respond to the prompted questions as a table group.</p> <p>Students will record the observations in their journal.</p> <p>After the table group has made a series of observations respond to the teacher directed line of questioning.</p> <p>Students record any new observations made by the other table groups.</p>

<b>Title</b>	Lesson 1: Coil Tiki Lantern Introduction	
<b>Standards</b>	<b>Visual Arts 1.1.1:</b> Creates, analyzes, and evaluates the elements of visual arts when producing a work of art [Elements of Design: Line] <b>Visual Arts 1.1.2:</b> Creates, analyzes, and evaluates the elements of visual arts when producing a work of art [Elements of Visual Arts: Shape and Form]	
<b>Central Focus (CF)</b>	Students demonstrate and articulate line, shape/form, and symmetry while constructing an original 3D Tiki Lantern using the clay coiling method.	
<b>Learning Target (LT)</b>	Students will summarize the project assignment in their journals Students will illustrate their understanding of symmetry Students will observe teacher demonstration	
<b>Academic Language</b>	Demonstrate (function), articulate line, shape and form, symmetry, 3D, coiling, vessel, Tiki	
<b>Model Activity (Instruction)</b>	<p>The paper outlining the assignment will be given out at the beginning of the PowerPoint. This will explain the assignment in writing for students who have difficulty focusing or have poor eyesight. Students will tape the paper into their journals and take any extra notes as the information is being presented.</p> <p><i>Slide 1</i></p> <p><i>Slide 2</i></p> <p><i>"Who can tell me what coiling is?" student response</i>  <b>The correct answer is the process of attaching ropes of soft clay together to construct a vessel.</b></p> <p><i>Slide 3</i></p> <p><i>"Here are some examples of coiled vessels. You can see that there is a different effect that can be created by smoothing these coils together and</i></p>	<p>Students will tape their instructional handout in their journal and follow along during the PowerPoint presentation.</p> <p>Student responds when questioned.</p>

<p>Slide 4</p> <p>Slide 5</p> <p>Slide 6</p> <p>Slide 7</p> <p>Slide 8</p> <p>Slide 9</p> <p>Slide 10</p> <p>Slide 11</p>	<p>leaving them visible. For this assignment, we will be smoothing these coils to look like one cohesive shape.”</p> <p>“We will be creating an open cylindrical vessel that has a forehead design, chin design, eyes, nose, and mouth. Nine inches in height, five inches in diameter. Raised and carved surfaces, some of which are cut out to create the lantern effect”</p> <p>“For this project, we will be working on our understanding of line, shape and form, symmetry, and developing skill and technique for original pieces of work” <b>Call on student’s to read what each GLE says either from the PowerPoint or the handout. After they read it, ask another student to explain the goal in simpler words.</b></p> <p>“To start this project, we will begin by measuring a five inch circle tracing the bottom of the water bucket. The clay slab should be a half an inch in thickness. Remember to use the needle tool vertically and be careful to not undercut the slab. Once you have the base cut, start rolling your coils. These should be roughly a ½ an inch in diameter. It is important to remember to fully roll the circumference of the coil, if you don’t you will create a belt which will give you an uneven shape”</p> <p>“After we have constructed the cylinders, we will be making them into tiki lanterns. Tiki’s are a large part of Polynesian and Hawaiian culture. They have been used in ritualistic ceremonies to represent deities, increase fertility, and ward off evil spirits.”</p> <p>“These tiki’s are characterized by having fierce expressions, exaggerated features such as large eyes, nose’s, mouth, lines, and graphic texture.” <b>Be thinking about the design that you want to put on your Tiki. I recommend using the internet to find images. However, when you do this, be cautious that you don’t base your Tiki off the Easter Island heads.</b></p> <p>“Some tips for success are to use the 4 S’s. <b>Can anyone remember what the 4 S’s are? [Call on student and have them explain to class].</b>This will ensure your coils won’t separate. Another thing that will help your vase be successful is not to cut holes too low in the vase. It will make your vase structurally unsound.”</p> <p>“This vase will be graded on craftsmanship, detail and creativity, symmetry, facial characteristics, and raised/carved surfaces”</p> <p>At the end of this project you will be turning in a bisqued tiki vase lantern for 30 pts, a self/peer evaluation form, and your rough draft design with teacher signature for 1 extra credit point.</p>	<p>Students will take notes</p> <p>Students will take notes</p> <p><b>Period 3:</b> Student aid takes carbon copy notes for Andrew and Spec. Ed students.</p>
<p><b>Informal Assessment</b></p>	<p>On a fist to five scale, how well do you understand this new project? Fist being I have no idea what’s happening, three being I understand but I have some questions, five being I totally understand and I could answer questions.</p>	<p>Students respond with fist to five giving a representation of how well they understand the assignment.</p>
<p><b>Model Activity (Demonstration)</b></p>	<p>Have a station at table 5 set up with fresh clay, slip, needle tool, fettling knife, water bucket, and example piece.</p> <p><b>Direct students to gather around the table.</b></p> <p>“We are going to start by creating the base of our vases. We want a blob of clay that is large enough to make a disk that is about five inches in diameter and half an inch thick. Luckily for us, our water buckets are five inches in diameter. We will use these to trace the shape of the circle with the needle tool.”</p>	<p>Students will gather around table 5 which is just in front of the teacher desk. (see notes above for other periods)</p>

	<p><i>Make sure to flip your slab of clay before you cut the shape so that it does not become stuck to the table. After you have your disk cut, you can start to roll your coils.</i></p> <p><i>To start, clay for each coil should start with a lump of clay that is about the size of a closed fist. When creating coils, you want to work on applying even pressure and rolling the circumference of the coil. If you don't roll the whole way around or you apply pressure unevenly your coil would turn into a belt and the thickness of your tiki as a whole will be uneven.</i></p> <p><i>Once you have a coil, take it and score and slip it to the disk base right around the top edge. It will be easiest to smooth the coils as you go rather than all at once. Continue to coil until the body of your container is at nine inches.</i></p>	<p>Students observe and ask any questions they may have</p> <p>Students observe and ask any questions they may have</p>
<b>Informal Assessment</b>	<p>Ask students: <i>Who has created coils before? (make a mental note of who has so they can assist their classmates in creating good coils)</i></p>	<p>Students respond to the prompted question by raising their hand.</p>
<b>Practice Activity Support</b>	<p>Dismiss students and have them collect the rough draft paper before leaving the demo table. The next part of the class will be working on their rough draft designs. Set up the PowerPoint with the tiki face examples running through and then walk around and look at what people are creating. Once students are done, instruct them to answer the question written on the white board. (See question in closure)</p> <p>For students with special needs, inform them and their peer aids that they don't have to make an object that is nine inches in height. We want to aim for something that is six inches and they don't need to worry about smoothing the inside of the vessel. Spend time explaining to the aid how to instruct the construction of coils. In previous semesters, saying these were snakes or worms worked very well. To explain the joining process, we say that they need to be scratched and then painted with slip.</p> <p>If time permits, allow students to start creating their base and coils. [Warn them about wooden bats wicking away moisture from the clay] Wrap first then set on the bat for support.</p>	<p>Students will design their rough draft.</p> <p>Students are encouraged to use their phones with internet to find pictures of Tiki's that inspire them. For those who don't have internet phones, the teacher has created a PowerPoint with Tiki faces.</p> <p>After they have finished their rough draft, have them answer the question on the white board on the back of the rough draft paper.</p> <p>If time permits, allow students to start creating the base and coils.</p>
<b>Closure Assessment of Student Voice</b>	<p>Exit Slip will be on the back of the rough draft. (<u>check off these rough drafts and hand back tomorrow</u>)</p> <p>Where can we find examples of symmetry in our daily lives? List one object that we can see symmetry in and explain how you know it's symmetrical.</p>	<p>Students fill out the exit slip and turn in both the rough draft as an exit slip</p>

## Lesson Outline (2)

Lesson Part	Activity description/Teacher does	Students do
<b>Title</b>	Lesson 2: Coil Tiki Lantern [Base Construction]	
<b>Standards</b>	<p><b>Visual Arts 1.1.1:</b> Creates, analyzes, and evaluates the elements of visual arts when producing a work of art [Elements of Design: Line]</p> <p><b>Visual Arts 1.1.2:</b> Creates, analyzes, and evaluates the elements of visual arts when producing a work of art [Elements of Visual Arts: Shape and Form]</p>	
<b>Central Focus (CF)</b>	Students demonstrate and articulate line, shape/form, and symmetry while constructing an original 3D Tiki Lantern using the clay coiling method.	

<b>Learning Target (LT)</b>	<p>Students will recall vocabulary related to this project and answer via a pop quiz</p> <p>Students will describe several clay building techniques and methods and explain their purposes</p> <p>Students will continue construction their tiki vases by coiling</p>	
<b>Academic Language</b>	<p>Demonstrate (function), articulate line, shape and form, symmetry, 3D, coiling, vessel, Tiki, smooth</p>	
<b>Model Activity (Instruction)</b>	<p>Wednesday (40 minute class period): Today students will be taking a surprise pop quiz. These have been copied and printed before class.</p> <p>When students arrive, instruct them to find their seats but not to take out their projects. Once everyone has seated and the bell has rung, do a quick walk through checking to make sure there are no papers on tables while you introduce the quiz.</p> <p><b>Today we will be taking a short pop quiz. This is something that should not be scary. If you have been listening in class you should be able to get full credit. I will begin passing these out. When I do, please be quiet. Many people take quizzes better when they don't have noise distractions. If you have a question while taking the quiz, raise your hand and I will help clarify. If you still don't know the answer, make an educated guess. All these questions pertain specifically to the Tiki Lantern project. Don't overthink on these questions, I am not trying to trick you. I want to gauge your understanding of the content for this project. When you are done, come up and return your quiz, then you may quietly take out your project and continue working.</b></p> <p>While students are taking the quiz, scan the room and keep a lookout for students with wandering eyes. Also take this time to record attendance. Collect finished quizzes and organize them by period.</p> <p>Once everyone has completed the quiz, walk around to tables and perform a more personal instruction rather than a class wide one.</p> <p>By this point in the project, students have been constructing their Tiki for four class days. Students should have a base and several coils attached using the 4 S's. At this point in their project, they will be struggling to make the body of the Tiki smooth and also continue building coils.</p>	<p>Students sit and wait for instruction</p> <p>Students will take out a pen or pencil and take the pop quiz</p> <p>Make preparations for students who require special accommodations for test/quiz taking.</p> <p>Period 3: Student 1, 2, and 3 will need an aid to ask them questions. They will not be receiving a grade but it is important to have them participate. Student 4 will have questions about the translation. She is a Level 3 ELL but still is having difficulty understanding the meaning of words. Provide Student 5 with another room to take the quiz if requested. This is a part of his IEP plan but often he prefers to stay in class with everyone else.</p> <p>Students return the quiz and take out project to quietly work on until other students are finished taking the quiz.</p>
<b>Informal Assessment</b>	<p>Ask students to pick tools that would be good for smoothing the surface of the clay. <i>[rib, wood sculpting tool, or sponge]</i></p> <p><b>When you are trying to smooth your coils together, what tool would you use?</b></p>	<p>Students will continue to work. When the teacher walks around, they will pay attention and then apply teacher suggestions to their problems.</p>
<b>Guided Practice Support</b>	<p>Demonstrate how to roll proper coils for those students who are struggling.</p> <p>Things that are most common to see are "belted" coils. This means the coil looks more like a rectangular shape rather than a circle (you can feel this when rolling on the table top it will chatter)</p> <p><b>If you feel yourself getting this belt shape, stop rolling and squeeze the belt back into a rough cylindrical shape. Then roll the coil from the tips of your fingers the base of your palms. This will ensure that you are covering the whole circumference of the coil. If you are having difficulty making coils that are even in thickness, stand while rolling your coils. This happens in your coils because you are applying uneven pressure, by standing you have better control of the pressure being applied.</b></p>	<p>Students will observe, ask questions, and then mimic what the teacher has suggested.</p> <p>Students practice rolling coils properly while observing and asking questions.</p>

	You may also see coils that are thick and thin along the length of the coil (Correct this by suggesting even pressure being applied) if its new clay, there is no need to put a lot of pressure on it (You can also suggest rolling out from the center in a kind of stretching motion)	
<b>Informal Assessment</b>	<p>Informal assessment will be done by walking around and asking if students understand or are struggling with any areas.</p> <p>Make a mental note of students that are struggling with similar issues and connecting them with students that understand the concept. If you have more than 5 students that don't understand a certain part of the project, change the way you are explaining. After explaining the project differently, ask the class if that clears up any confusion.</p>	<p>Students will respond and ask teachers any questions they have</p> <p>Students will listen to any new explanations and respond to questions posed</p> <p>Pay special attention to these students, they will have lots of questions but may be too shy to ask: Period 3, Student 1, 2, and 3.</p>
<b>Independent Practice Support</b>	<p>Walk around and observe student's progress. When students are doing something correctly or well, make sure to affirm verbally. If students are doing something incorrect, ask them how they are doing. If they think they are fine, let them know that they are doing something incorrectly or inefficiently. Ask how they would correct it themselves and hypothesize with them. Once the correct answer is figured out, demonstrate, and ask the student to mimic.</p> <p>If a student wants help on something have them articulate their problem then let them give suggests on how it can be fixed. It is important to have students work on using vocabulary so they better understand standards and learn to speak clearly and accurately.</p>	<p>Students will continue to work and ask for assistance when they need it.</p> <p>Students will explain what they need help with.</p>
<b>Closure Assessment of Student Voice</b>	<p>Stop class at the 10 minute clean up bell. As students a fist to five question about the completion of the project.</p> <p>Fist to Five: <b><i>Do you feel like you are on track to have the tiki lanterns to the greenware shelf on March 21<sup>st</sup>? Fist means: I am so far behind I will need to come in outside of class, three means: I'm pretty well on track, I just need to stay focused in class, five: I am way ahead and will probably finish early.</i></b></p> <p>Make sure that students respond to the fist to five. Many students will not willingly share so call on them to ask. (See notes in side bar to be aware of which students aren't very forthcoming)</p> <p>Once students respond to question, instruct them to wrap and label their project, and clean their table area (wipe tables, put away plastic bags, clean tools)</p>	<p>Students stop and respond to the teacher's fist to five questions.</p> <p>Students who won't willingly participate: P. 3 – Students 6, 7, and 8</p>

## Lesson Outline (3)

Lesson Part	Activity description/Teacher does	Students do
<b>Title</b>	Lesson 3: Mid-Project Critique	
<b>Standards</b>	<p><b>Visual Arts 1.1.1:</b> Creates, analyzes, and evaluates the elements of visual arts when producing a work of art [Elements of Design: Line]</p> <p><b>Visual Arts 1.1.2:</b> Creates, analyzes, and evaluates the elements of visual arts when producing a work of art [Elements of Visual Arts: Shape and Form]</p>	

<b>Central Focus (CF)</b>	Students demonstrate and articulate line, shape/form, and symmetry while constructing an original 3D Tiki Lantern using the clay coiling method.	
<b>Learning Target (LT)</b>	<p>Students will critique peers tiki project by discussing what looks good and what could be improved.</p> <p>Students will identify where they are in the project and break down what else needs to be completed.</p> <p>Students will continue to construct their tiki and implement suggestions from peers in their work.</p>	
<b>Academic Language</b>	Demonstrate (function), articulate line, shape and form, symmetry, 3D, coiling, vessel, Tiki, smooth, critique	
<b>Model Activity (Instruction)</b>	<p>Before the class begins, set a banding wheel on each table. Students can use this to place their Tiki on during the critique. Have the critique forms printed before 3<sup>rd</sup> period and have copies for constructive critiquing at each table.</p> <p>Once the bell has rung, instruct students to take out their projects and tell them that today will be a chance to get some feedback about their project from their group.</p> <p><b>Today we will be critiquing each other's tiki. Since we have not done a critique in this class yet, I want to review with you how to do this. If you look in the middle of your tables, you will find a blue strip of paper that says "How to Critique Constructively". When we are critiquing each other's projects it is important that we start with a positive comment, and then if we see an improvement that could be done, state it nicely and then offer a solution. You guys can see an example of a well-structured critique comment. "You did a really good job smoothing your coils together! Everything looks really nice on the outside of your tiki. However, if you look at the inside you can still see lumps and coils. I had a similar problem and I found that using a sponge and a rib tool worked well." It is really important that you guys follow this format because we want this classroom to be one where you feel comfortable being corrected and you won't be afraid to ask for opinions from your peers. I will hand out a piece of paper now that you will be filling out. You will answer the questions for your individual Tiki. On the back where it asks for improvements or areas of success, record what your table mates have observed. Once you are done, you may continue your work on your tiki. Apply the suggestions your tablemates offered. I will be collecting these critique forms from you at the end of the class period as an exit slip</b></p> <p>At this point, walk around the class and handout the half sheets of paper to students. Once the class has started critiquing, walk around and make sure that everyone is keeping on track and following the constructive critique outline. Check in with some tables and students in particular to make sure they understand. [See column on right]</p>	<p>Students come into class and find their seats.</p> <p>Students will listen to the teacher and take out their projects.</p> <p>Students will listen and ask questions.</p> <p>Students will listen and ask questions.</p> <p>Period 3, Table groups 3, 6, 7.</p>
<b>Informal Assessment</b>	The informal assessment for this section will be walking throughout the class and participating in the critiques by asking them what the table has said about their projects. Listen for their use of standards language (line, symmetry, form, shape) and reward through verbal praise.	Students will respond to the teacher and participate in table discussions.
<b>Model Activity (Demonstration)</b>	<p>When you are at a table, demonstrate how to critique. Take one student's project and ask the table and creator what they think is good. Then ask what they would improve and how. This will help them walk through the critique process so they can apply it to the rest of the task.</p> <p><b>So whose tiki is this? What do you guys see that looks really good about their tiki? (Listen to table response and reaffirm by repeating to the creator of the tiki) What do you guys see that could be improved? How would you fix it? (Listen to the table response and reaffirm by repeating</b></p>	<p>Student will watch the teacher and look at their peer's project.</p> <p>They will analyze the effectiveness of their peers construction and complement areas that look good and suggest ways to improve areas that we not so successful.</p>

	<b>to the creator) Offer your own suggestions if you hear an inefficient or incorrect way to improve the tiki.</b>	Students will write down what the teacher suggests and also what their peers suggest.
<b>Informal Assessment</b>	Step back, listen and watch to see if the students understand your demonstration and apply it to their critique. (Use this time as a way to reflect and think about different ways to explain the critiquing process more effectively)	Students will continue and finish the critique with their peers.
<b>Practice Activity Support</b>	Students will finish their critiques and then return to their projects applying what their table has suggested.  When a student asks for help, have them explain what their table suggested to fix the problem. (This will also be a good way to gauge if the students actually performed the critique task)  <b>What did your table suggest you try? Ask your table what they would recommend.</b>	Students will return to their projects and apply what they have learned from their critique.  Students will ask for help if they need it and answer the teacher's questions.
<b>Closure Assessment of Student Voice</b>	At the 10 minute clean up bell instruct students to wrap their projects up tightly with plastic bags and label the outside using masking tape and a pen. Remind students to wipe and clean up their table, clean tools, and empty the buckets. Students will hand back their Tiki Critique forms on the way out of the classroom.  Use these critique forms to see where students are struggling and make sure to return and address common problems in the next few days.	Students will stop and put away their project, clean their table area, and wait at the table until the bell has rung.  Students will hand the critique form to the teacher as a kind of exit slip so the teacher can evaluate the success and places to improve on the project.

## Lesson Outline (4)

Lesson Part	Activity description/Teacher does	Students do
<b>Title</b>	Lesson 4: Constructing the Face	
<b>Standards</b>	<b>Visual Arts 1.1.1:</b> Creates, analyzes, and evaluates the elements of visual arts when producing a work of art [Elements of Design: Line] <b>Visual Arts 1.1.2:</b> Creates, analyzes, and evaluates the elements of visual arts when producing a work of art [Elements of Visual Arts: Shape and Form]	
<b>Central Focus (CF)</b>	Students demonstrate and articulate line, shape/form, and symmetry while constructing an original 3D Tiki Lantern using the clay coiling method.	
<b>Learning Target (LT)</b>	Students will observe and listen to instruction from teacher. Students will reproduce aspects of the facial features demonstrated previously. Students will implement their understanding of symmetry when applying facial features.	
<b>Academic Language</b>	Demonstrate (function), articulate line, shape and form, symmetry, 3D, coiling, vessel, Tiki, smooth, critique, characteristics	
<b>Model Activity (Instruction &amp; Demonstration)</b>	Today will be a demonstration of how to create certain facial features for the tiki. Before demonstrating, collect some of the Tikis from previous semesters and be prepared to construct aspects of it. Have a sample nose, teeth, and additive features (geometric shapes, eye brows).  When the bell rings, instruct students to get out their projects but then come and gather around a table to watch a demonstration on how to make facial features.	Students will come into class and get their Tiki's out but won't work on them.  Students will gather around a table and watch a demonstration.

	<p>[Gather around table 5 for 3<sup>rd</sup> period, table 6 for 4<sup>th</sup> period, table 2 for 5<sup>th</sup> period, and table 1 for 6<sup>th</sup> period] <i>These tables have the least amount of students so it's easiest to set up here.</i></p> <p><b>Can anyone tell me what the five facial characteristics are for this tiki? (Forehead design, chin design, eyes, nose, mouth). So since the mouth and eyes are going to be subtractive, today I am going to teach you how to make a tiki nose.</b></p> <p><b>During our PowerPoint presentation I mentioned a few things that really defined what a tiki looked like. Can you remember any of them? (Fierce looking, exaggerated features)</b> If students get the correct answer affirm them verbally.</p> <p><b>When I am creating any kind of sculptural piece I always look at the piece as a whole then break it down into smaller geometric shapes. So I want you to turn to the person next to you and look at their nose. What kind of shapes make up a nose? (triangle, cone, spheres)</b> Call on a student to explain where they see these shapes on the nose. <b>What would the spheres be? What would the triangle/cone be? (Nostrils and the bridge of the nose).</b></p> <p><b>So to begin with I want to create a cone shape which will be the bridge of my nose. I roll a fat short coil but keep my hand angled so that one end is skinny and the other end is fat. The fatter end of the cone will be the tip of the nose. Next I want to make the nostrils. I roll two spheres that are equal in size and attach them to the cone on either side. It is important to attach these spheres almost a third of the way up from the bottom of the nose so that we have the tip at the end. If we keep it equal at the bottom, the nose does not look very realistic. I will use the 4 S's to attach these shapes. It is important that you blend the shapes into one another because it will make it look like one cohesive shape rather than three. Once we have our shape made, we can give it nostrils or piercings or decorations. (have these examples already made)</b></p> <p>This is only one way to make a nose so encourage students to be thinking creatively about other ways to create a nose.</p>	<p>Students respond to the question.</p> <p>Students respond to the question.</p> <p>Students will participate and look at their peer's nose and break it into geometric shapes.</p> <p>Students will answer the teacher's question.</p> <p>Students will observe and ask questions as needed.</p> <p>If students have another nose in mind for their tiki, they can ask the teacher to help them brainstorm on how to create it.</p>
<p><b>Informal Assessment</b></p>	<p>Ask the students if they have any questions. Fist to Five ask students if they know what the next step is for their tiki.</p> <p><b>Do you know what the next step for you Tiki is? Fist means I have no idea, three means I understand what I to do but might need some help getting there, and five means I understand completely and can help my peers.</b></p>	<p>Students respond with a fist to five and then return to their seats to continue their work.</p>
<p><b>Model Activity (Demonstration)</b></p>	<p>The classroom demonstration portion of today will be in combination with the instruction part at the beginning of class. However, for a one on one demonstration assist students in creating their own facial features. Below are some things that students might have issues with. ALWAYS ask the student to hypothesize before you offer the solution. You want them to come to the conclusion themselves rather than expect you to provide the answers all the time.</p> <p>Symmetry: Many students struggle with making things the same size and shape. Suggest that they draw the shape that they want and then trace it to the face of the tiki. This makes sure that the shapes are all the same size and shape.</p>	<p>Students will continue working. When they have a question, they will hypothesize a solution with the teacher and then listen to advice.</p> <p>Some students that may need help with creating a nose. Period 3, Students 1, 2, 3, 7, 9, 11, 12, 27, 29, and 30.</p>

	<p>Creating a Nose: Similar to the demonstration earlier, ask the students to break down the form into smaller geometric shapes. Help them think about how to join everything together.</p> <p>Making Chin/Forehead Design: Encourage students to look at their rough drafts or at other tiki vases to get inspired. Suggest geometric forms like triangles, circles, and squares which can be easily repeated around the shape.</p>	
<b>Informal Assessment</b>	The informal assessment period will be a time to reflect on areas that could be improved in the project by looking at where students are in their project construction. Be looking specifically at how students are reaching their end goal, and what the projects look like. This also will be a chance to reflect on how clear instruction was.	Students continue working on their projects and ask questions if they have any.
<b>Practice Activity Support</b>	For the remainder of class, students will continue to construct and design their tiki lanterns.  Walk throughout the classroom and ask if students if they need any help.	Students will continue to work and ask for help when needed.
<b>Closure Assessment of Student Voice</b>	<p>End the class at the 10 minute clean up bell. Perform another Fist to Five assessment.</p> <p><b>Fist to five, do you feel like you can successfully finish the rest of your tiki by March 21<sup>st</sup>? Fist means I am still working on the construction, three means I have at least 2 facial features on and can easily finish the other ones, and five means I have my project finished or close to being finished.</b></p> <p>Once students have finished the fist to five assessment, remind them to wrap their projects, label them, and clean their table areas.</p>	<p>Students will respond to the fist to five assessment.</p> <p>Students will clean their areas and wrap up their projects before the final bell rings.</p>

## Lesson Outline (5)

Lesson Part	Activity description/Teacher does	Students do
<b>Title</b>	Lesson 5: Final Day in Class	
<b>Standards</b>	<p><b>Visual Arts 1.1.1:</b> Creates, analyzes, and evaluates the elements of visual arts when producing a work of art [Elements of Design: Line]</p> <p><b>Visual Arts 1.1.2:</b> Creates, analyzes, and evaluates the elements of visual arts when producing a work of art [Elements of Visual Arts: Shape and Form]</p>	
<b>Central Focus (CF)</b>	Students demonstrate and articulate line, shape/form, and symmetry while constructing an original 3D Tiki Lantern using the clay coiling method.	
<b>Learning Target (LT)</b>	Students will complete production of their tiki. Students will evaluate their tiki before they turn it in and make sure it aligns to all standards.	
<b>Academic Language</b>	Demonstrate (function), articulate line, shape and form, symmetry, 3D, coiling, vessel, Tiki, smooth, critique, characteristics	
<b>Model Activity (Instruction)</b>	<p>Today the tiki projects are due to the greenware shelves. There will not be a formal instruction or demonstration today. But rather, today will be used to answer any last questions and make sure all projects meet the requirements.</p> <p><b>Today is the last day to work on the Tiki project in class. Make sure to double check that you have met all the requirements by referring to the</b></p>	Students will finish their project and make sure that it meets the goals and expectations according to the grading rubric.

	<p><b>grading rubric and the Tiki lantern handout. Once you are finished, you are more than welcome to check it off with me and I can give you suggestions to improve your tiki. When you are done, put the tiki on the top of the greenware shelf covered loosely in a plastic bag. Make sure that your name is on the bottom along with your period number, if it isn't there it won't be fired</b></p>	<p>Students ask for ways to improve their tiki designs.</p> <p>Students label their tiki on the bottom with their name and period and cover their tiki loosely on the top shelf.</p>
<p><b>Informal Assessment</b></p>	<p>Ask the class where they are in the project.</p> <p><b>Raise your hand if you are already finished with your tiki lantern (wait for student response) Raise your hand if you will be done by the end of the class period (wait for student response)</b></p> <p>Mentally make notes of students who didn't raise their hands, either they are behind on the project, or they didn't participate. Either way it is important to check in with these students.</p> <p>Students that have already finished, make sure to check in with them so you are sure they have something to work on. (See below)</p>	<p>Students will respond by raising their hands to the prompted questions.</p>
<p><b>Practice Activity Support</b></p>	<p>Students will continue to work on their tiki. Many of them may be finished by today but several may be running behind. It is important to check in with these students and remind them that there is before school and after school throughout the week. Students also have the option of checking out materials to use at home. There is a sign out sheet behind the teacher desk. Fill out their name, materials being checked out, and date checked out. When students return the materials make sure they show you that the tools were returned and mark the date and sign off that things were returned.</p> <p>For those students that have already finished. Suggest that they glaze their previous projects (pinch pot bowl or pinch pot vase). If they have completed these already suggest a side project like a mug, bowl, or sculpture. Make sure that students are doing something ceramics related. If they aren't suggest that they help you with chores around the classroom (organizing the glaze cabinet chromatically, cleaning the sink, organizing the clay, cleaning tools, etc.) Usually this will encourage them to go back to doing something ceramics related.</p> <p>For the remainder of the class period check up on these students that are behind on the project and suggest ways to finish the assignment.</p> <p>On the left column, students that are most likely behind are broken down into two categories, slow workers (SW), or not motivated (NM). For SW, remind them that they have the option to check out materials to finish projects. For NM, remind students that it is better to turn in something rather than nothing. If they want to pass ceramics they need to turn in something even if it isn't perfect at least they will receive some points. Remind them that there is outside of a school time available. This is an elective class and most likely these students chose to be in this class so a part of them does want to be there. I have found it works best to remind students that you are there to help them and suggest fast ways to finish assignments and make them look good.</p>	<p>Students will work on their tiki</p> <p>Students can sign out tools or tell the teacher they will be coming in before or after school to finish their project.</p> <p>Students that are finished with the tiki have the option of glazing previous projects, working on a side project, or helping around the classroom.</p> <p>(MUST be ceramics related work)</p> <p>Students that will need help or encouragement to finish their projects.</p> <p>Period 3 – Students, 7 , 9, 10, 11, 14, 15, 20, 22, 23.</p>
<p><b>Closure Assessment of Student Voice</b></p>	<p>At the 10 minute clean up bell remind the students to clean their area up and to set their tiki on the very top of the greenware shelf loosely covered</p>	<p>Students will clean up their areas and put away their projects according to if they are finished or not.</p>

	<p>in a plastic bag. Tell students that they need to have their names and period number on the bottom of the tiki otherwise it won't be fired.</p> <p>At the very end of class when the final bell rings, make sure to tell the students to have a good weekend.</p> <p><b>Have a good weekend; I'll see you on Monday! Make good choices!</b></p> <p>This parting goodbye is something that my students have started looking for. When I say make good choices, this is said as a half joke but students can take it as they want. If they ask, I say that I really do want them to succeed and make good choices in life. It is important to end every week like this!</p>	<p>Students will wait at their tables until the final bell has dismissed them.</p>
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<p><b>Formal Assessment or Post assessment</b> <i>(Sequence end)</i></p>	<p>Students will assess the success of their assignment after the bisque fire by critiquing themselves, having a peer grade them, and finally the teacher according to the grading rubric. There is also an area where students are required to put some kind of comment about their project, what went well, what they would change, or any other thoughts for the teacher to be aware of.</p>
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