Lesson Plan Title:\_\_\_**Painted Cardboard Environments and Clay Characters**\_\_\_\_ Length: 6 days\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Note:** Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know *and* what they willneed to know to be successful.

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| **Pre-Assessment:** ***This will need to be done prior to teaching your lesson.*** Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge. |
| Can students use knowledge of tools and techniques to *construct* a three dimensional form? * Do students know how to manipulate paper, cardboard, and clay to form structurally sound three dimensional works of art?
	+ Clay Techniques: Slipping and scoring, coil building, slab building
	+ Cardboard Techniques:safety with cutting tools and hot glue, folding and gluing, cross-sections with cardboard
	+ Painting Techniques: mixing colors (understand how colors combine)

Can students *identify* color, form, and shape in artwork by contemporary artists and *relate* them to their own work?* Can students look at a piece of art and identify use of color, form, shape? To what extent?

Can students *express* personal meaning through their art?* What stories are being told by students as they create their work?

Can students *reflect* on their art making process verbally and in writing?* Can students talk about what they learned through creating their work? Can they write about it using complete thoughts?
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| **Performance:****What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic) |
| **RAFT project description:** You are designers brainstorming ideas for a new videogame geared toward kids ages 8 - 12, working in the preliminary stages to develop characters and settings. Your team manager has asked you to invent a character and a level for a potential game. They want you to plan and construct a small sculpture depicting this character and any special features they might possess an a sculpture showing a small portion of your game level. You will present your character and level to your class.Description: Students will paint cardboard and use it to create medium scale sculptures: environments for characters to interact within. They will also sculpt realizations of imagined characters out of clay. Subject matter will build from student’s sketchbook explorations.Motivation: Character creation (modelled through costume), video game references, using cardboard and clay.History and Culture: architecture models, miniatures, classical heroic sculpture, modern claymation sculpture (Tim Burton and Henry Selik creations) |

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| **Concepts:**List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.** |
| PlanningFormArtistic ExpressionInsight/Reflection |

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| **Enduring Understanding (s):**Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.**  |
| 1. Artistic expression and intent influence materials, techniques, and form in art.
	1. Artists choose materials to make into art
	2. Artists use techniques to create art.
	3. I can choose what I make and how I make it in order to express my ideas.
2. Planning, reflection, and refinement are essential components in the creation of all forms of art.
	1. Artists plan and reflect when they make work.
	2. I can plan my art before I make it and decide how to improve it while it’s being made.
3. Engagement with art can lead to understanding and insight about self, others, the natural world, and constructed environments.
	1. Art teaches us about the world.
	2. I can describe what art teaches me about myself, other people, nature, and buildings.
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| **Standards: (All lessons should address all standards.)**1. Observe and Learn to **Comprehend**2.Envision and Critique to **Reflect** 3. Invent and Discover to **Create**4. Relate and Connect to **Transfer** |

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| **Objectives/Outcomes/Learning Targets:**Objectives **describe a learning experience** with a **condition → behavior (measurable) → criterion.** Aligned to: Bloom’s – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom’s: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology) |
| **Given a three dimensional reference** (model), students will be able to create observational sketches depicting shapes and forms. (Analysing/ Comprehend/ GLE 1/ Numeracy)**Using their preliminary sketches and plans**, students will be able to construct clay sculptures which realize artistic intent and express personal meaning.(Creating/ Create/ GLE 1/ ideation/ Technology)**Given cardboard and paint**, students will be able to create an environment or game level that demonstrates understanding of color, shape, and form. (Creating/ Create/ GLE 2,3 /Expressive features/Numeracy)**Shown artwork** by contemporary artists, students will be able to identify color, form, and shape and relate these features to their own work. (Analysing/Comprehend, Transfer/GLE 1, GLE 3/History/Literacy)**Using cardboard and acrylic paint**, Students will be able to cut, fold and attach cardboard and use painting techniques to construct and finish a sculpture. (Applying/Create/GLE 2/Materials and techniques)**During Pitch Presentations**, students will be able to reflect on their artistic intent, process, and final products from the project. (Evaluating/Reflect/GLE 3/Critical reflection/Literacy)  |

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| **Differentiation:** Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives**. |

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| **Differentiation:**(Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Instruction will be modeled, spoken, and presented visually via smartboard presentation and live drawing meeting the needs of kinesthetic, auditory, and visual learners. Resources and materials will look different for each student as they develop ideas for their constructions. | Option for written, verbal, or visual expression for sketchbook journal assignments. Product outcomes will vary based on student’s choice for artistic content and materials. |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Instruction will be modeled, spoken, and presented visually via smartboard presentation and live drawing meeting the needs of kinesthetic, auditory, and visual learners. Resources and processes can be developed and made more complex for each student as they develop ideas for their constructions.Talk to students individually to gauge when they need to be challenged. | Students will be challenged to make pieces more detailed and complex as need is determined by instructors. |

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| **Literacy:**List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.** |
| Students will:* write and draw when planning in their sketchbooks
* discuss ideas for projects in pairs
* write reflections/artist statements
* discuss each other’s work during critiques.

Vocabulary: Sketch, Multimedia, Acrylic, Line, Form, Composition, Balance, Content, Realism, Abstraction, Intention, Foreground, Middleground, Background, Critique |

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| **Materials:** Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.** |
| Day 1: * sample sketchbooks
* sketchbooks
* pencils
* erasers
* colored pencils
* markers
* oil pastels
* computers
* paper
* discovery board
* post-its
* Powerpoint presentation/computer/projector
* easel
* large pad of paper/whiteboard
* costume for figure drawing exercise

Day 2:* Scissors
* Colored paper
* Sketchbooks
* Clay
* pottery tools
* Pencils
* Erasers
* Cups
* Water
* Bucket for slip/water
* Sponges
* Tupperware and Saran Wrap (storing pieces)
* Masking tape
* Sharpie

Day 3:* Scissors
* Colored paper
* Sketchbooks
* Clay
* pottery tools
* Pencils
* Erasers
* Cups
* Water
* Bucket for slip/water
* Sponges
* Tupperware and Saran Wrap (storing pieces)
* Masking tape

Day 4:* Drawing supplies: Colored pencils, oil pastels, markers
* utility knives
* Cardboard
* hot glue
* wood glue / Elmer’s glue
* water cups
* Newspaper
* Construction Paper
* Work Gloves
* Clay
* Tupperware
* Sponges
* Canvas mats (for coiling)
* Needle tools, ribs, ribbon tools, sponges (and any other clay tools we have)
* Lotion (for dry hands)
* discovery board
* Post-its

Day 5* Drawing supplies: Colored pencils, oil pastels, markers
* Painting supplies: acrylic paint, paint brushes, water cups, paper plates
* Utility knives
* Cardboard
* Hot glue
* Wood glue / Elmer’s glue
* Newspaper
* Construction Paper
* String
* Work Gloves
* Discovery board
* Cotton balls
* Wire
* Found objects
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| **Resources:** **List** all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.** |
| Kimon Nicolaides “The Natural Way to Draw” - referenced during sketchbook tutorialMiniature artists:<https://www.fastcodesign.com/1664848/7-artists-who-create-magical-miniature-worlds/11> * Thomas Doyle
* Kim Keever
* Matthew Albanese
* David Lawrey and Jaki Middleton
* Allen Eckman
* Dmitry P. Zhurylkyn
* Anya Stasenko and Slava Leontyev
* Alex Uribe
* Chris Gilmour
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| **Preparation:** What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Create powerpoint with ideation prompts, class schedule, and objectives
* Bring cardboard/paper sculpture supplies to class
* Establish cutting and gluing station
* Bring sample projects created by the teachers
* Set up supplies at tables
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| **Safety:** Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.** |
| * Class procedures for work time and clean-up apply
* Safe use of utility knives and hot glue guns
* Station set up with cutting mats and adequate space
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| **Action to** **motivate/Inquiry Questions:** Describe how you will begin the lesson to **stimulate student’s interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc. |
| What makes art “good?”How do artists become good at what they do?How do artists figure out what they want to create? |

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| **Ideation/Inquiry:** Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract.List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork. |
| **RAFT project description:** You are designers brainstorming ideas for a new videogame and working in the preliminary stages to develop characters and settings. Your team manager has asked you to invent a character and a level for a potential game. They want you to plan and construct a small sculpture depicting this character and any special features they might possess and a sculpture showing a small portion of your game level.Ideation Prompts: 1. “Kubo” Video
2. Relate project to real situations: stop motion animation, sculpture, photography, video game design
3. Link to Miniatures Ppt: <https://docs.google.com/presentation/d/1tYPvZ0WR41GdhMzAuM6YpRNImtjgIBgzcrL537KDqG8/edit?ts=57d9748e#slide=id.p>
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| **Instruction:** Give a detailed account **(in bulleted form)** of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience |

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| Day 1 | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology. KNOW (Content) and DO (Skill)**Teachers will set up supplies at tables before class starts. Students will put their stuff into cubbies and gather in a circle in the front of the class Teachers will join the students in the circle, and start the day off with energy/enthusiasm levels and should art be realistic. Students and teachers take turns going around the circle expressing their different levels.Introduction to sketch/drawing techniques and Warm-up Sketchbook exercise: Students will get their sketchbooks and take a seat at their tables.Teachers use powerpoint presentation to re-introduce how to use sketchbooks highlighting the importance of sketching quickly to get your ideas down on paper. [Sketchbook Presentation](https://docs.google.com/a/rams.colostate.edu/presentation/d/1tYPvZ0WR41GdhMzAuM6YpRNImtjgIBgzcrL537KDqG8/edit?usp=sharing)Teachers will lead a quick-fire round of sketching: One instructor will come to class dressed in costume and pose for the students, One instructor will model sketch techniques by drawing the figure in front of class as the third instructor walks around room helping students follow and draw with the modelling instructor.* Contour Drawing
* Gesture Drawing
* Thumbnail Sketching

Say: your sketchbooks are supposed to be messy, and not all of your sketches will look finished. How could this help you when planning a sculpture? Transition into description of character project.Introduce RAFT prompt: **RAFT project description:** You are designers brainstorming ideas for a new videogame and working in the preliminary stages to develop characters and settings. Your team manager has asked you to invent a character and a level for a potential game. They want you to plan and construct a small sculpture depicting this character and any special features they might possess an a sculpture showing a small portion of your game level.Ideation Prompts: “Getting into Character” - Posing instructor from sketch activity comes dressed in costume and models her process of creating this character using the “Character and Setting” worksheet. Instructors tell students: today we are going to plan and sketch out ideas for your sculptures in your sketchbooks. Work Time.Clean-up: * Give students a five-minute warning to wrap-up their work
* Ask one student at each table gather all supplies and return to the supply bin.
* Tell students to leave sketchbooks and a pencil out on the tables and sit down when finished cleaning up.

Discovery board activity: What did you learn about sketchbooks? Reflection on class todayAsk students to bring their sketchbooks and sit down in a circle. Each student will have 20 seconds to share:* What did you draw?
* How did your ideas change from the beginning to end of class?
* How did you learn from your mistakes?

Release class for recessPack up supplies and wrap up with Tom | **Learning** - Students will... i.e.: explore ideation by making connections,comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be **specific** about what will be the **intended result** of the instruction as it relates to learning.) **UNDERSTAND*** Evaluating: should art be realistic? Developing an opinion and considering others’ perspectives on art
* Praxis: doing first, then reflecting. Learning to build from mistakes instead of erasing them
* Reflecting, applying learning to the larger projects
* Create: applying sketchbook techniques to planning
* Reflecting: explaining learning
* Analyzing their process and product
* Comparing and contrasting ideas with actual practice, noting significant similarities and differences.
 | **Time**8:00 AM8:15 AM (Class Starts)8:25 AM - 8:35 AM8:35 AM -8:45 AM8:45AM-9:20 AM9:20 AM - 9:25 AM Clean up9:25-9:359:35-9:459:45 (Class ends)9:45-9:55 |
| Day 2 | Teachers will set up supplies at tables before class starts. Students will put their stuff into cubbies and gather in a circle in the front of the class Teachers will join the students in the circle, and start the day off with energy/enthusiasm levels and “What material would you like to make your character out of, clay or paper/cardboard?”. Students and teachers take turns going around the circle expressing their different levels.**Sketchbook Exercise**: Thumbnails of your CharacterTeacher (Beth) will lead a quick round of sketches. Tell students, “you’re going to use the gesture and contour drawing techniques you practiced last week to draw your characters. Draw a grid in your sketchbook to divide the page into 9 spaces for thumbnails. You will have 30 seconds for each sketch, so pick a pose for your character, and try to show their whole body.”* Contour Sketches
* Gesture Sketches
* Your Choice

**Transition, connection to contemporary artists**: This is where we’re going with this project - Miniatures of your characters! “As you may have gathered, we will be making real, three dimensional sculptures of our characters and settings.” First, we will focus on our characters. This is how characters were made for the claymation movie, Kubo and the Two Strings Show video clip of the Making of Kubo: [Miniatures/Ideation Slides](https://docs.google.com/a/rams.colostate.edu/presentation/d/1tYPvZ0WR41GdhMzAuM6YpRNImtjgIBgzcrL537KDqG8/edit?usp=sharing)Based on what you decided you would rather work with (clay or paper/cardboard) we will be making an individualized plan of action for building your character.**Work Time:****Sketchbooks in front**- Students who did not finish ideation drawings for character and setting are given time to complete their thought/planning process. Students must show sketches to a teacher to move to the clay or paper stations* Completed ideation sheet
* Sketch of character with color
* Sketch of environment
* Teachers will check to make sure that the character is original and detailed.
* Teachers will coach students as needed with ideation and planning:
	+ Combine 3 characters from a game/movie
	+ Combine a character with yourself
	+ Reimagine yourself

**Clay and Paper Building Stations:** As students finish ideation and sketches, they will move to a table to start working with either clay or paper to sculpt a character.Teachers will let students experiment, teaching some techniques on a table-by-table basis.Some techniques teachers may demonstrate are:* How to build with clay (Beth)
* Wedging
* Coil building
* Slip and score
* How to build with Paper (Kiley)
* Drawing stencils on paper before cutting
* Combining 2D shapes to create 3D forms like
	+ Cones
	+ Cubes
	+ Cylinders
* Structure (gluing, folding, cutting techniques)
* Safety (utility knives and hot glue)

\*Preparation for Clay Clean-up\* Point out slip buckets, NO slip in the sink! Model how to wash slip off of hands and tools before washing hands in sink. Establish designated area for unfinished clay projects (students who do not finish building will be given the opportunity to wrap up projects the following class, but they MUST send projects home with instructors to sustain plasticity for the week), show students how to wrap projects with plastic to prevent cracking during drying, establish designated area for finished projects to dry slowly for bisquing. \*Preparation for Paper Clean-up\* one station will be designated for hot-glue guns and utility knives. One student will be designated to put utility knives away properly and one student will be responsible for un-plugging and cleaning hot glue mess. Clean-up: * Give students a ten-minute warning to wrap-up their work
* Reiterate - NO SLIP IN THE SINK!
* Supervise students in washing hands and clay covered tools in buckets provided
* Student responsible for utility knives puts them away properly
* Student responsible for hot glue guns cleans that station
* Ask one student at each table to gather all remaining supplies and return to the supply bin.
* Tell students to leave sketchbooks and a pencil out on the tables and sit down when finished cleaning up.

Discovery board activity: Reflection on class todayAsk students to share their discoveries with a partner, then the whole group (think, pair, share)Release class for recessPack up supplies and wrap up with Tom | * Evaluating: “What material would you like to use to make your character? Clay or paper/cardboard?” - Developing an opinion and considering others’ perspectives on art
* Comparing and contrasting ideas with actual practice, noting significant similarities and differences.
* Create - applying sketchbook planning to new media
* Reflection and Revision - what about your ideas/planning is working? What should we change to better execute the plan?
* Reflection
 | 8:00 AM8:15 AM (Class Starts)8:25-8:308:30-8:358:35-9:259:25 AM - 9:35 AM Clean up9:35-9:409:40-9:459:45 (Class ends)9:45-9:55 |
| Day 3 | WORK DAY!Set up before classMorning circle: Energy, enthusiasm and what animal scares you the most?**Transition, connection to contemporary artists**: Introduce ceramic animals by contemporary artists. Since you are all making animals or characters that have animal features, we’re going to look at sculptures of animals by artists.* Show pictures of art from *500 Animals in Clay*: [Character and Setting Slideshow](https://docs.google.com/presentation/d/1tYPvZ0WR41GdhMzAuM6YpRNImtjgIBgzcrL537KDqG8/edit#slide=id.g17f46310ec_0_0)
* Ask: What do you notice about this piece? What techniques were used to make it?

**Sketchbooks in front**- We’ve talked about animal sculptures; now we’re going to draw one. Get out your sketchbooks and get ready to draw! * Drawing from life
* Ceramic tiger still life
* Spend 5 minutes drawing tiger from different angles.

**Work time-** Tell students: Today you will keep working on your clay characters. I’m going to show you how to slip and score your pieces to attach them and how to build with coils* Demo slipping and scoring at the center table
* Tell class: we want you to finish up your pieces today. If you can’t finish them, don’t panic. We’ll give you the time you need. When you do finish, put your piece in your tub and ask Beth about your next step.
* Send students to the supply table to get their pieces and supplies.

\*Preparation for Clay Clean-up\* Point out slip buckets, NO slip in the sink! Remind students how to wash slip off of hands and tools before washing hands in sink. Show students how to wrap projects with plastic to prevent cracking during drying, establish designated area for finished projects to dry slowly for bisquing. * Give students a ten-minute warning to wrap-up their work
* Give individuals clean-up jobs:
	+ Spare clay: Blue
	+ Easels: Tai
	+ Canvas: Bronson
	+ Popsicle sticks: Iris
	+ Forks: Jack
	+ Knives: Mat
	+ Cups: Naomi
	+ Wipe down tables: Avery
	+ Wipe down tables: Ian

Post clean-up assignments on the board, tell class:* Remember - NO SLIP IN THE SINK!
* Wash your hands and clay covered tools in buckets provided
* Leave sketchbooks and a pencil out in the front (not on tables, so that they can get wiped down) and sit down when finished cleaning up.

Discovery board: REFLECT - “What changed from your drawings to making your physical objects? Did anything stay the same?” Reflection on class todayAsk students to share their discoveries with a partner, then the whole group (think, pair, share)Release class for recessPack up supplies and wrap up with Tom | Connecting themes from art-making (animals and their traits) to selfCritical thinking, observing and applying observations to potteryObserve: drawing from life and observing formsTransferring 3D forms to 2D drawingsCreating sculptures, exploring building methods and reflecting on how each one works and how they’ll apply it.Learning responsibility and cleaning habitsReflecting and assessing work, analyzing process and product | 8:00 AM8:15 AM (Class Starts)8:25-8:308:30-8:358:35-9:259:25 AM - 9:35 AM Clean up9:35-9:409:40-9:459:45 (Class ends)9:45-9:55 |
| Day 4 | **WORK DAY!****Set Up -** cutting station (box cutters, cutting mat, hot glue, scissors)Clay station, Slides on SmartboardMorning circle: Energy, enthusiasm and if you could live anywhere, where would it be?**Transition, connection to contemporary artists**: Introduce miniature environments by contemporary artists. Since you are all making “game levels” to go with your characters, we’re going to look at sculptures of worlds by artists.* Show pictures of miniature environments by contemporary artists: Charles Simonds, Thomas Doyle and Matthew Albanese [Character and Setting Slideshow](https://docs.google.com/presentation/d/1tYPvZ0WR41GdhMzAuM6YpRNImtjgIBgzcrL537KDqG8/edit#slide=id.g17f46310ec_0_0)
* Ask: What do you notice about this piece? What techniques were used to make it?

**Sketchbooks in front**- You are going to draw plans for your setting. Get out your sketchbooks and get ready to draw! * Drawing with Kiley
* Where will your character be?
* What objects surround them?
* Draw the foreground, middleground, and background
	+ Model differences in scale and position to communicate depth of space.

**Work time-** Tell students: Today you will keep working on your clay characters. When you’re finished building your character, get your sketchbook checked to make sure your plan is ready. Once you have the OK from a teacher, you can go to the cardboard station to start your environment. Don’t get to work yet! We need to go over using utility knives safely.* Demo safe utility knife techniques at cardboard station
	+ Put on safety gloves
	+ Draw outlines on cardboard
	+ Score along lines
	+ Cut through
	+ Tell class: “Keep your free hand to the side. If the knife slips, you don’t want it to run into your hand or body.”
	+ Students will only cut cardboard with a teacher supervising.
* Tell class: we want you to finish up your clay pieces today. If you can’t finish them, don’t panic. We’ll give you the time you need. When you do finish, put your piece in your tub and ask Kiley about your next step.
* Send students to the supply table to get their cardboard and supplies.

**Clay and Paper Building Stations:** As students finish clay pieces they will be sent to cardboard station where Kiley will demonstrate techniques for building* How to build with Paper (Kiley)
* Drawing stencils on paper before cutting
* Combining 2D shapes to create 3D forms like
	+ Cones
	+ Cubes
	+ Cylinders
* Structure (gluing, folding, cutting techniques)
* Safety (utility knives and hot glue)

\*Preparation for Clay Clean-up\* Point out slip buckets, NO slip in the sink! Model how to wash slip off of hands and tools before washing hands in sink. Establish designated area for unfinished clay projects (students who do not finish building will be given the opportunity to wrap up projects the following class, but they MUST send projects home with instructors to sustain plasticity for the week), show students how to wrap projects with plastic to prevent cracking during drying, establish designated area for finished projects to dry slowly for bisquing. \*Preparation for Paper Clean-up\* one station will be designated for hot-glue guns and utility knives. One student will be designated to put utility knives away properly and one student will be responsible for un-plugging and cleaning hot glue mess. * Give students a ten-minute warning to wrap-up their work
* Give individuals clean-up jobs:
	+ Spare clay: Strawberry
	+ Easels: Max
	+ Canvas: Sophia
	+ Popsicle sticks: Iris P
	+ Forks: Noah
	+ Knives: Niyah
	+ Cups: John
	+ Wipe down tables: Keegan
	+ Wipe down tables: Mikaela

Post clean-up assignments on the board, tell class:* Remember - NO SLIP IN THE SINK!
* Wash your hands and clay covered tools in buckets provided
* Leave sketchbooks and a pencil out in the front (not on tables, so that they can get wiped down) and sit down when finished cleaning up.

Discovery board: REFLECT - “???” Reflection on class todayAsk students to share their discoveries with a partner, then the whole group (think, pair, share)Release class for recessPack up supplies and wrap up with Tom* Ask 2 students to stay and wipe down tables a second time
 | Connecting themes from art-making (physical environments) to selfCritical thinking, observing and applying observations to sculptureEnvision: Where will my character be? How do I depict this visually?Transferring 3D forms to 2D drawingsCreating sculptures, exploring building methods and reflecting on how each one works and how they’ll apply it.Learning responsibility and cleaning habitsReflecting and assessing work, analyzing process and product | 8:00 AM8:15 AM (Class Starts)8:25-8:308:30-8:408:40-9:259:25 AM - 9:35 AM Clean up9:35-9:409:40-9:459:45 (Class ends)9:45-9:55 |
| Day 5 | **WORK DAY!****Set Up -** cutting station (box cutters, cutting mat, hot glue, scissors), paint station (acrylic paints, brushes, cups, paper plates, bucket of water), and slides on SmartboardMorning circle: Energy, enthusiasm and if your life were a movie, what kind of movie would it be? (Beth, different question?)**Transition, connection to contemporary artists - emphasis on building techniques**:* Show pictures of cardboard sculptures by contemporary artists: (Beth)
* [Character and Setting Slideshow](https://docs.google.com/presentation/d/1tYPvZ0WR41GdhMzAuM6YpRNImtjgIBgzcrL537KDqG8/edit#slide=id.g17f46310ec_0_0)
* Ask: What do you notice about this piece? What techniques were used to make it?

**Work time-** Tell students: Today you will keep working on your cardboard environments. Once you finish building, you have the option of painting both your clay and cardboard pieces.* Post safe handling of utility knives at cardboard station and verbally remind students:
	+ Put on safety gloves
	+ Draw outlines on cardboard
	+ Score along lines
	+ Cut through
	+ Where are your thumbs?
	+ Students will only cut cardboard with a teacher supervising.
* Tell class: we want you to finish up your cardboard pieces today. If you can’t finish them, don’t panic. We’ll give you the time you need. When you do finish, get your clay figure and set up to paint..
* Paint sculptures: newspaper goes down on table before paint does! When you have prepped your table for paint, go see Kiley at the paint station and tell her what colors you need. Bring your sketchbooks or pieces to show your planning.

**Paper Building:** As students work on their cardboard pieces, Beth and Kiley will offer suggestions based on individual student projects and demonstrate techniques for building* How to build with Paper
* Drawing stencils on paper before cutting
* Combining 2D shapes to create 3D forms like
	+ Cones
	+ Cubes
	+ Cylinders
* Structure (gluing, folding, cutting techniques)
* Safety (utility knives and hot glue)

**Painting:** As students finish up their cardboard pieces, they will come to Kiley or Beth and discuss plans for applying paint. Kiley will distribute paint to students who have shown a clear plan. \*Preparation for Paper Clean-up\* one station will be designated for hot-glue guns and utility knives. One student will be designated to put utility knives away properly and one student will be responsible for unplugging and cleaning hot glue mess. \*Preparation for paint clean-up\* one station will be designated for paint supplies with a bucket full of water provided for dirty paintbrushes. One students will be designated to collect and clean brushes at the end of class.* Give students a ten-minute warning to wrap-up their work

**Clean UP!*** Give individuals clean-up jobs:
	+ Spare cardboard: Iris P.
	+ Spare paper: John
	+ Paint brush cleaner: Strawberry
	+ Trash collector (floors): Naomi
	+ Trash collector (tables): Ian
	+ Utility knives: Avery
	+ Unplug hot glue guns: Tai
	+ Scissors: Blue
	+ Wipe down tables: Jack
	+ Wipe down tables: Sophia

**Reflection:** circle up in frontPost clean-up assignments on the board, tell class:* Leave sketchbooks and a pencil out in the front (not on tables, so that they can get wiped down) and sit down when finished cleaning up.

Discovery board: 3 wordsReflection on class today: Ask students to share their discoveries with a partner, then the whole group (think, pair, share)Release class for recessPack up supplies and wrap up with Tom* Ask 2 students to stay and wipe down tables a second time
 | Creative problem solving to create FormPlanning to visualize artistic expressionLearning responsibility for studio equipment and good cleaning habits | 8:00 AM8:15 AM (Class Starts)8:25-8:308:30-9:209:20 - 9:309:35 - 9:459:45 (Class ends)9:45-9:55 |
|  | **Day 6-WORK DAY!****Set Up -** cutting station (box cutters, cutting mat, hot glue, scissors), paint station (acrylic paints, brushes, cups, paper plates, bucket of water), and slides on SmartboardMorning circle: Energy, enthusiasm and if your life were a movie, what kind of movie would it be? (Beth, different question?)**Transition, connection to contemporary artists - emphasis on building techniques**:* Show pictures of cardboard sculptures by contemporary artists: (Emily)
* [Character and Setting Slideshow](https://docs.google.com/presentation/d/1tYPvZ0WR41GdhMzAuM6YpRNImtjgIBgzcrL537KDqG8/edit#slide=id.g17f46310ec_0_0)
* Ask: Where do you see: Line? Shape? Color? Depth?

**Work time-** Tell students: Today you will keep working on your cardboard environments. Once you finish building, you have the option of painting both your clay and cardboard pieces.* Post safe handling of utility knives at cardboard station and verbally remind students:
	+ Put on safety gloves
	+ Draw outlines on cardboard
	+ Score along lines
	+ Cut through
	+ Where are your thumbs?
	+ Students will only cut cardboard with a teacher supervising.
* Tell class: we want you to finish up your cardboard pieces today. If you can’t finish them, don’t panic. We’ll give you the time you need. When you do finish, get your clay figure and set up to paint..
* Paint sculptures: newspaper goes down on table before paint does! When you have prepped your table for paint, go see Kiley at the paint station and tell her what colors you need. Bring your sketchbooks or pieces to show your planning.

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| **Student reflective/inquiry activity:** Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.) |
| “Pitch Presentation Day”Students will “pitch” their video game design ideas to their “boss” (the teachers) and a team of designers (the class). Their pitch will need to address three areas: 1.) Artistic Intent, 2.) Process, and 3.) Final Product. Students will fill out a critique form (handout) and then present their artwork to the class describing their initial ideas behind the work, the process itself (what went well, what didn’t, discoveries along the way), and finally, the final product, its artistic qualities, and level of success => Does the piece look the way you planned? Did your plan change along the way? Are you happy with the final product?  |

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| **Post-Assessment (teacher-centered/objectives as questions):** Have students achieved the objectives and grade level expectations specified in your lesson plan? | **Post-Assessment Instrument:**How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc. |
| Can students *convert* shapes and forms *observed* from life into two-dimensional images?Can students use their sketchbooks to *plan* three dimensional work?Can students use knowledge of tools and techniques to *construct* a three dimensional form? Can students *identify* color, form, and shape in artwork by contemporary artists and *relate* them to their own work?Can students *express* personal meaning through their art?Can students *reflect* on their art making process verbally and in writing? | [Polaris Art Rubric](http://drive.google.com/open?id=1mik3xE0lvpyp5MoWFC3xusgOyWh5su1-_VWc2XhtH3g) |

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| **Self-Reflection:** ***After the lesson is concluded*** write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.) |
| Day 2 Reflective ResponsesBeth SlaughDay 2September 16thThe students were really engaged during our sketchbook activity. They seemed to grasp the concepts of gesture and contour through trial and error when they were being timed on their drawing. The timed activity prompted them to go outside of their comfort zone, let go of their typical forms of drawing and pushed them to just go for it. The students were so surprised by what they accomplished each time. At the end of the class, when we had them share what they learned from the day, most of them mentioned how you have to "scribble" or "draw a stick figure first" in order to draw quickly and get what they wanted to achieve. One student got up in front of the whole class and announced "don't draw the outline. Draw a stick figure and fill it in with scribbles" when he heard his classmates struggling to get their drawings done in time. This advice from a fellow classmate, and a declaration of his learning, prompted the students to try the new technique the next time, which resulted in finished drawings and positive attitudes from all the students who were excited to accomplish their goals. Our character design activity and ideation prompt didn't go as well as we hoped though. There wasn't a clear transition between the two activities, which we recognized immediately. Some of the students were enjoying the opportunity to create their own character for a video game, but others were less interested. The next time we have class, I think it's important that we revisit their character design and allow them to have the opportunity to draw and design their character more. Some students seem to need the opportunity to revisit their character and get more time to draw and plan. As far as delivery of instruction, there were a few things I noticed as I was documenting that we all could improve on. We all seem to want to be a part of them lesson, even myself, however since there are three of us it can get confusing if the students don't know who is "in charge" of what. I also noticed that the students didn't seemed as engaged in the presentation, which I think Kiley recognized. Unfortunately that only prompted her to rush through, not wait for student responses and to get to the activity ASAP. Some of the students seemed lost by the presentation, some were just ready to move on, and others were doodling away and not paying attention at all. This is something that we all realized we could address in the future, to have a "one two three, eyes on me" interaction, to get the kids to pay attention and be more engaged in the presentation. Also, we can all work on our "wait time" with the kids. At one point or another we would ask a question, feel the pressure of time and 18 sets of eyes on us, and continue on answering the question ourselves. This doesn't do us or the students any justice and it's definitely something we need to work on.Emily GreenDay 21. **What worked well for this art experience? Why?**This art experience worked surprisingly well because the students were invested. They were willing to try sketching gesture and contour drawings, something that no one had ever done before. We spent longer than planned on this drawing exercise because the class was really into it. Kiley did a great job of planning how she would introduce, model, and lead the figure drawing exercise. She knew what skills, knowledge, and understandings she wanted the students to gain, so it wasn’t scary when everyone got excited and loud, because they were being productive. The ideation worksheet for the project went well, but was less interesting to the class. It laid good groundwork for developing characters and settings, but we’ll have to wait to see if this project interests our class. 2. **What didn’t work well for this art experience? Why?** I was the co-teacher during this lesson, so I helped with supplies, acted as the model for sketching, and gave an example of a character I had created. I also talked to the students one on one about their drawings. For the most part, this went well, but we were slow and awkward when it came to transitions. This gave the class time to get bored and distracted (read: loud).Another problem we had was knowing how to bring the class back when they were off task. This boils down to poor planning- we don’t have a system in place for who does classroom management and how it looks. Beth (the documenter today) sometimes had to tell the class to be quiet and listen because Kiley and I weren’t handling it. This is frustrating for all of us, and we need to have a plan for next class. 3. **What would you do differently? Why?**One thing we plan to do differently is ask Tom how he handles classroom management and use his system. We want to be consistent with what he does since we’re there only once a week.This issue makes me wonder how I would handle classroom management if I were teaching art on a cart in elementary. Would I want to use a different system than the classroom teachers? That would be easier for me, since I would use one system in every class. However, it might be harder for students to adjust to a different norm for one hour a week. I’m not sure…this is definitely something to mull over.Kiley LawsDay 3 ReflectionThis class was a bit of a happy accident in a lot of ways. We weren’t expecting to be in school this week and thus, we hadn’t planned on having an extra day to work with clay. What luck! We prepared this lesson knowing that most of the students would want to work with clay, but were ready with the option of paper and cardboard in case any students opted out. We planned on doing a short demonstration in two groups after everyone had chosen their preferred medium for the class. Students who chose clay would go with Emily and Beth, and students who chose paper would go with me. No single student showed any interest in the paper - not altogether shocking, I know, but I still wasn’t ready for it. I quickly had to redirect my efforts to helping with clay. I’m not entirely sure exactly how or when this happened, but the plan to demo clay techniques was scrapped and I found myself checking student drawings and, after giving the OK to start working, portioning out clay for everyone to work with. I will admit, things were a little chaotic for about 15 minutes, but once everyone had their clay and was happily working, I was able to walk around and help students work through their issues with building. This class ultimately served as an excellent pre-assessment of what our students knew about building/modeling with clay. Given the opportunity to explore the medium on their own, each student made important and meaningful discoveries. One student was so excited to share that he figured out how to work in the round, shaping the whole body of his dog at once, rather than concentrating at one piece at a time. This helped him get proportions correct which led to the creation of a structurally sound piece. Walking around the room, I noticed that there was only one student who knew what slipping and scoring was, and almost everyone was significantly struggling to build pieces that would survive the kiln. Many students’ pieces consisted of a solid hunk of clay. This, to me, was a clear indication that we need to spend time at the beginning of next class teaching methods and techniques.The biggest issue we faced during this class had to do with time management. I had a loose schedule posted on my powerpoint, but it was by NO means detailed enough for what we needed. Students didn’t have anything to reference as far as what to do when they finished their drawings, who to go to for clay and supplies, etc. We didn’t have an established procedure to follow, and I definitely found myself scrambling to figure out where I was needed when our original plan fell through. Additionally, we did not offer enough time to clean up at the end of class, which cut our discovery board activity short. Next class we will be using timers, posting a more detailed schedule on the board, establishing a set plan for variation, and assigning specific cleaning duties to each student so that time is used more efficiently. Day 3 Reflective ResponsesNAME: Emily GreenCLASS: #3DATE: 9/28/161. **What worked well for this art experience? Why?**  Consider your preparation *and* teaching.Reviewing contour and gesture drawings went well. We’ve decided to make sketchbooks a secondary focus this semester, so we’re trying to create activities each day that incorporate the sketchbooks. The great thing is Tom encourages the students to draw in their sketchbooks throughout the week, so they have more opportunities to draw. Students showed me sketches of their characters they made during the week. They are mulling over the art projects throughout the week, which is much more authentic than only making art for 90 minutes on Fridays.Another thing that went well was student’s reflection on their making. As they worked with the clay, students discovered what worked for them and what didn’t. They told me, “using the water helps” or “I realized me legs are too thin to stand up”, and I saw them making adjustments after these discoveries. The challenge is to teach students to record this on their discovery board slips. This week’s discovery slips weren’t very thoughtful, unlike the actual discoveries the class made. 2. **What didn’t work well for this art experience? Why?** Consider your preparation *and* teaching.One thing that didn’t work well was that I wound up helping students get supplies when I was supposed to be documenting. This happened because we didn’t foresee that Beth and Kiley would be discussing things with students, and I would have a line of students who needed help and saw a free teacher.We’ve accounted for this in next weeks’ plan. The class will be divided into 2 crews, one for the lead teacher and one for the co-teacher. We will tell the class to bring questions to their assigned teacher. Hopefully, this will free the documenter to take photos and ask students about their art. We want the documentation to capture the students’ learning in as much detail as possible. 3. **What would you do differently? Why?**  Consider your preparation *and* teaching.While clean up went fairly smoothly, I would have a much more structured system for clean up. The students who didn’t want to help weren’t held accountable, and the students who did want to help weren’t sure what to do. To fix this problem, we have created a list of 9 jobs and who we’ll assign them to. Half of the class will have a specific role. We are going to post the roles on the board and explain it to the class just before clean up this week. This still leaves 9 students without assigned roles. We’ll have to see how it goes and adjust accordingly.This amount of planning isn’t natural to me (or anyone, probably), and I tend to assume it will be more trouble than it’s worth. However, this week’s clean up would have been chaos with any other class. I need to micromanage during planning so that I don’t have to micromanage during class.Beth Slaugh Day 39/23/16This was our most successful lesson yet! The students were excited when they saw us outside and they became even more excited when they saw the giant brick of clay on the table. They were cooperative and ready to go from the beginning. Some of the students enjoyed the ability to work on their character design a bit more and were open to feedback from their peers and from their teachers. Others were ready to go with clay. The students worked diligently all class, and when it came time for cleanup, they were helpful and understanding. A few things I think we should work on is setting clear expectations for what we want our students to make. It became difficult to try to "push" a student a bit further when she was done and had only a small drawing, and then a small figure completed. If we had more expectations of how she could do better, I would feel comfortable and prepared to encourage her to do more challenging work. Another thing that didn't go well, which we all agreed, was the discovery board activity we all understood that it could've come on better but he could've had a better prompt and we should've taken the time to get all students to come and fill it out. In the next lesson, we will have the students continue with their figures with clay and complete them by the end of the day. The students who finish early will start working on their design and plan for their environment. I will be promoting the students on their environment plan, having them come up with 3D features and asking them what it looks like in the round.Day 4 Reflective ResponsesNAME: Emily GreenCLASS: #4DATE: 10/5/161. **What worked well for this art experience? Why?**  Consider your preparation *and* teaching.Timing worked really well today. We had struggled with pacing before, spending too much time talking at the beginning of class and staring clean up too late. This time, we planned the timing for each activity and actually stuck to the plan. It was difficult to stay with the schedule, but it was worth it. The discussion of artists, sketch activity, and demo were five minutes each, so students had the bulk of class time to make art. That sounds so simple now, but during class, I really needed to stem the desire to spend more time on instruction. 2. **What didn’t work well for this art experience? Why?** Consider your preparation *and* teaching.Discovery and reflection time didn’t go smoothly this time. I mentioned this in class on Monday, but writing down discoveries got chaotic. I asked students to come to the front of the room when they were done cleaning up. I gave them a sticky note and two possible prompts for discoveries. Some students wrote their discovery in less than a minute, while others needed more time. The ones who were finished didn’t have any other task, so they got louder and stopped paying attention. It was less than five minutes, but it was still a waste of class time. We hadn’t planned any extra activities for this dead time. 3. **What would you do differently? Why?**  Consider your preparation *and* teaching.One suggestion I got was to ask students to draw on their sticky note if they’re done writing. We could also ask them to write another discovery if they have time.The deeper issue is that students aren’t identifying meaningful discoveries when they write. Kiley, Beth and I hear them talk during making about new techniques and forms they are discovering. These are the things we want to see in their writing, but most discoveries are “I made a snail” or “I slipped and scored”. How can we be demonstrating the connection between discoveries during making and reporting them in writing? We’ve tried giving prompts and leaving it open to interpretation. I think we need a way for students to record their discoveries when they make them. It may also need to start as a picture or discussion, since many of the students struggle to write discoveries. One thing I would like to try is asking the whole class to focus on identifying the discoveries that one student made while creating their piece. We could go step by step through what they did and discovered, so students can see what we are asking them to write about. Reflective practice is so important, but I don’t know how to teach it.Beth SlaughDay 49/30/2016This lesson went really well! The students were engaged, working hard the entire class, and willing to learn new techniques. The objectives were achieved by the students using their original sketches as a reference to create their pieces. After speaking to a few students, they showed me the details they were making on their character by showing me their design in their sketchbooks. We're still struggling with transitions in our lesson, going from sketching to making, however we seem to be on the right track by connecting the two activities. In the next class we will have some of the students finishing their characters, making it clear to them that this is their last day to work with clay, and moving them on to their environments if they're already finished. Kiley LawsReflective Response Following Day 5 10/7/16Despite the general high volume of chatter in the room and things being a little chaotic, class today went well. There was a ton of evidence of students creating and working through problems creatively and collaboratively - so cool to see! Students completed their clay projects and moved on to their cardboard sculptures. I demonstrated safe use of cutting tools and some cutting techniques that make the process easier. The information took with all the students, but our cutting station was so small, our box cutters were of poor quality, and the students were inexperienced (and slow) which caused things to bottleneck. I ended up taking over the cutting station for the sake of efficiency and time. This was a bummer as I wanted students to be able to do this for themselves and it took me away from the rest of the class, but I am starting to figure out how to pay closer attention and make sacrifices for the sake of time, which is a good thing! I was able to make more room for work time by doing away with less pressing parts of the lecture and cutting the group sketch activity short.This class never ceases to impress me during work time. I watched as students collaborated, working through the process of construction, talking through their ideas and improving upon them together. I heard things like “How are you going to attach that?” “Well, wouldn’t it work better if we tied a string through to hold this part up, rather than adding a stand to the back?” “I think this would be stronger if we put a wall here.” “Wouldn’t wire work better than string for this?” Yes, the chatter in the room was loud, but the conversations were nothing but critical thinking, reflection, and revision. We had a lot going on today and a ton of materials out: clay and all the tools associated with it, the cardboard cutting station with utility knives and a mess of boxes strewn all over, sketchbooks littered the floor and tables as students carried them all over the room referencing and revising their drawings. We planned clean-up according to the time it took to clean the room while we were working with clay. However, we did not think to adjust for the time it would take to clean the cardboard supplies and, as a result, clean-up took about twice as long as we anticipated.In preparing for the next lesson I will take the time to pre-cut some cardboard into more manageable pieces and set up a larger cutting station so that students can do that for themselves. I think the overall chaotic feel in the room will be resolved with the end of our clay projects. Not having to deal with a material as messy as clay in addition to the mess of cardboard with help significantly. We will be sure to plan adequate time for clean-up now that we know what to expect. |

**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

8/9/15 Fahey