

Lesson Plan Title: Love Hands

Length: 45 min.

Grade Level: Kindergarten

Teacher: Ana Scott

**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 artwork, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

**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.

Last week, students were asked what clay was and where it came from. Students answered that clay was like dirt that came from the ground. Then, I asked students what happens when the clay is fired and they did not know how to respond. This pre-assessment was performed because these students have never worked with clay before and I wanted to know if they had any knowledge concerning the material/medium. Therefore, this week, we will talk more in-depth about the different states of clay and what is going to happen to their projects after they are fired.

**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)

For this lesson, students will take on the role of sculptor and create a “love hand” as a gift to their families or the people that they live with. Students will be exploring working with slabs as well as creating positive and negative space and texture.

**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.**

TECHNIQUE (SLAB PROJECTS, such as texture in slabs)

LOVE (gifts for those we love)

TEXTURE

SPACE

DIMENSION

UNIQUE (handprints and fingerprints)

**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.

By exploring the concept of uniqueness, students will understand how to translate and represent personal uniqueness through art.

**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**

**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. (-Co Visual Art Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -SHoM:[1] \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology)

- Using the presentation slides and a short video, students will understand how fingerprints and handprints are unique to every single person and how this concept can be used to make their art unique.
  - Standard: Reflect - 1. Notice and discuss what can be seen in works of visual art and design.
  - SHoM: Express
  - Art Learning: Conceptual Grounding, Technique
  - Literacy: Students learn vocabulary words like fingerprint, handprint, and unique.
- Using their hands and fingers, students will create unique textures on their slabs.
  - Standard: Create - 1. Investigate the properties of materials to support the planning and making of works of art.
  - SHoM: Develop Craft, Stretch, and Explore
  - Art Learning: Elements/Principles of Art, Technique, Expressive Features
- By engaging in dialogue with their teacher, students will learn about the different stages of clay.
  - Standard: Comprehend - 1. Identify how artists use visual art and design to communicate.
  - SHoM: Envision, Develop Craft
  - Art Learning: Material: Clay
  - Literacy: Students will learn vocabulary words like kiln and fire.
- By engaging in hand-building techniques, such as slipping and scoring, students will learn how to attach two pieces of clay.
  - Standard: Create - 1. Investigate the properties of materials to support the planning and making of works of art.
  - SHoM: Develop Craft
  - Art Learning: Technique: Slip and Score
  - Literacy: Students will learn the vocabulary word: score.

**Differentiation:**

Explain specifically how you have addressed the needs of exceptional students at both ends 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.**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	If students are struggling with fine motor skills that require pressing and scoring into the clay they can use their other hand to put their fingers/hands into the clay. The students can also ask a friend or teacher to press their hands/fingers.	As a result, students will still be able to complete a love hand.
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students who excel with the steps in this project will be asked to either help their peers succeed or help their teachers pierce holes in the slabs with a straw.	As a result, students will practice explaining artistic processes to their peers in their own words as a way to really test their understanding of the objectives.

<b>Literacy:</b> List terms (vocabulary) specific to the topic that students will be introduced to in the lesson <b>and describe how literacy is integrated into the lesson.</b>
FINGERPRINT HANDPRINT UNIQUE KILN FIRE SCORE SLAB TEXTURE  Literacy is integrated into this lesson through dialogue (talking about clay stages) and learning different vocabulary words.

<b>Materials:</b>
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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.**

- Clay (20+ pre-rolled and cut slabs)
- Canvas mats (20+)
- Water + cups (6)
- Spray bottles
- Heart cookie cutters
- Straws (2)
- Scoring Tools (at least 6)
- [Presentation](#)

**Resources:**

**List** all visual aids and reference material (books, slides, posters, etc. Be specific; include the 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.**

- Lesson idea from Mona Scott and Patti Jones (orally recorded)
- [SciShow Kids: See Your Own Fingerprints!](#)

**Preparation:**

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Create/Go over presentation
- Prep/Roll/Cut 20 slabs slightly larger than a 4-7-year-old's hands
- Gather materials

**Safety:**

Be specific about the safety procedures that need to be addressed with students. **List all safety issues in a bulleted format.**

- Students should be cautious when using the scoring tools to attach the hearts.
- Students should also make sure their fingers are clear of the edge of the cookie cutter before pressing down.

**Action to motivate/Inquiry Questions:**

Describe how you will begin the lesson to **stimulate students' 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/intelligence of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

- Review: What is clay?
- What are fingerprints/handprints?
- How can we use fingerprints/handprints to make our art unique?
- What happens after we fire the clay?
- Why is clay a good material for capturing your uniqueness?

**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.

This is a predetermined assignment in which students are given the concept. Students will be encouraged to consider how clay changes after it is fired as well as consider how their project is different from their peers even though they all did something similar.

**Instruction:**

Give a detailed account (**in bulleted form**) of **what** you will teach. **Be sure to include the approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what students will understand as a result of the art experience

Instruction - The teacher will... (Be <b>specific</b> about what concepts, information, understandings, etc. will be taught.)	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesizing possibilities for each painting technique; etc. (Be <b>specific</b> about what will be the <b>intended result</b> of the instruction as it relates to learning.)	Time
<b>Identify instructional methodology. KNOW (Content) and DO (Skill)</b>	<b>UNDERSTAND</b>	
<p>1. The teacher will introduce the project to students by talking about handprints and fingerprints as well as present a video on the topic.</p>	<p>1. Students will listen to their teacher present ideas as well as answer the inquiry questions to the best of their ability.</p>	10 min.
<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>Review: What is clay?</li> <li>What are fingerprints/handprints?</li> <li>How can we use fingerprints/handprints to make our art unique?</li> <li>What happens after we fire the clay?</li> <li>Why is clay a good material for capturing your uniqueness?</li> </ol> <p>2. The teacher will pass out canvas mats and spray bottles with the students' help.</p> <p>3. The teacher will choose a table to demonstrate the first/second step for the students. Then the teacher will demonstrate filling the border with fingerprints and then pressing your hand in the middle of the slab. The teacher will instruct the students to do the first step first and then raise their hands for assistance with the second (several will need help pressing their hands enough). After the demonstration, the teacher will hand out the clay slabs.</p> <p>4. After students complete steps one and two, the teacher will do another demonstration at a table to</p>	<p>2. The students will watch the demonstration and then complete the first and second steps.</p> <p>3. The students will watch the demonstration and then complete the last step.</p>	<p>3-5 min</p> <p>12-15 min.</p> <p>10 min</p>

<p>show the students how to cut out the heart and then attach it to the slab using the scoring and slipping technique. After the demonstration, the teacher will hand out scoring tools, water, and hearts.</p> <p>5. As students complete this last step, the teacher will instruct students to clean up their tables to the best of their ability, wash their hands, and go sit on the rug for a short, informational video. If time permits, the</p>	<p>4. Students will clean up their tables and find the rug for an informational video.</p>	<p>5 min.</p>
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<p><b>Student reflective/inquiry activity:</b>  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 on their experience as it relates to objectives, standards, and grade level expectations of the lesson.)</p>
<p>If time permits, students will be asked to describe vocabulary words and answer the inquiry questions one more time when they are sitting on the carpet.</p>

<p><b>Post-Assessment (teacher-centered/objectives as questions):</b>  Have students achieved the objectives and grade level expectations specified in your lesson plan?</p>	<p><b>Post-Assessment Instrument:</b>  How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.</p>
<p>Yes, students were able to recreate their uniqueness within a clay slab project. To reinforce this idea of uniqueness, the following week, students completed a fingerprint activity in which they identified what kind of fingerprints they have. We also watched the video again to reinforce this idea with the clay hands.</p>	<p>After the love hands lesson (on Wednesday, since we had time), students verbally asked the following questions:  “What is so special about your hand and fingerprints?”  (Students answered that they are different from everyone else or that they are unique.)  “How did you create an artwork that shows your uniqueness?”  (Students answered that they pressed their fingerprints into a slab that they can keep forever).</p>

**Self-Reflection:**

**After the lesson is concluded, write** a brief reflection on 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, reteaching content, etc.)

I think that all of the objectives that were achieved were demonstrated by the student's artwork and the follow-up conversations and activities that the students completed the following class period. If I were to teach this lesson again, I would have the students spend a whole class period learning about fingerprints and identifying the different characteristics of their fingerprints. Then, I would have had them fill out a worksheet that forces them to demonstrate their understanding of this. Then, during the following art period, I would remind students of the uniqueness of their fingerprints and then we would make the slab project. In the next lesson, we reinforced the idea of uniqueness and fingerprints by having students create animals with their fingerprints. This was inspired by artist Ed Emberly.