Where Did All the Gnomes Go?

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| **Title: Where will the Gnomes Go?**  **Teacher: Mrs. Gaut**  **School: Durham Middle**  **Grade: 7th** | | | | |
| **Stage 1: Desired Results** | | | | |
| **Understandings** | | | | |
| Students will understand . . .   * Safety in the art room * Sculpture as it pertains to ceramics * How to connect language arts and world affairs to visual arts * How to apply glaze to clay | | | | |
| **Essential Questions** | | | **Knowledge & Skill** | |
| **EQ:**   * What are the clay technique terms? * What is the difference between slab, coil, and pinch methods and how do you use the methods in clay construction? * How is safety practiced in the art room? * What are the tools used in clay production? * How has art been incorporated into the community and how has it become part of world issues as it pertains to Gnomes/Garden Sculptures?   **Standards:**  **VA7PR4 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art**  c. plans artwork, practices techniques  d. uses thumbnails sketches and visual/verbal notes to plan composition  **VA7AR1 Develops and maintains an individual portfolio of artworks**   1. Distinguishes between complete and incomplete artworks 2. Analyzes and evaluates projects and revises them as needed   **VA7AR2 Critiques personal artworks as well as artwork of others using visual and verbal approaches**  **VA7AR4 Plans and presents appropriate exhibitions for works of art**  **VA7C2 Develops fluency in visual communication**   1. Reads, writes, listens to, responds to, speaks about and views information related to art   **VA7 PR1 Understands and applies media, techniques, and processes with care and craftsmanship**  a. works directly with materials in a variety of ways  b. uses tools and materials with craftsmanship (care and safely)  **VA7PR3 Uses the elements and principles of design along with a variety of media, techniques, and skills to produce two-dimensional and three-dimensional works of art** | | | *What do I want students to know?*   * Definitions: slab, kiln, coil, slip, score, glaze, pinch method * How to construct a sculpture using clay techniques and processes * How to safely handle clay tools and how to maintain them as well as the work area * How art is connected to our everyday world   *What do I want students to be able to do?*   * practice safety in the art room * define the vocabulary terms * describe, analyze, interpret, and evaluate sculptures * create a 3D gnome using clay as a medium * identify the methods used in sculpting * self-assess and peer-assess class work and projects | |
| **Stage 2: Assessment Plan** | | | | |
| What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? Create your common formative and summative assessments. What will you use? Exit tickets? Quiz? Ticket out the door? | | | | |
| **Performance Task Summary** | | | **Other Evidence, Summarized** | |
| * Performance Tasks   Students will create a 3D ceramic gnome using the pinch, coil, and slab method.  Students will create a written and visual story for their gnome that will continue throughout the year and hopefully longer.  Students will connect visual arts with other disciplines to build their project and make it more personal to them. | | | * Writing Prompts * Capsule vocabulary * Exit tickets * Gnome story * Reading Strategies * Articles on gnome history * News articles on gnomes * Technology * photographs | |
| **Self-Assessments** | | | **Rubric Titles** | |
| * Observational Checklists * Examples, scenarios, analogies * Class discussion * Student Reflection * Visual cues * Exit tickets (standards check) | | | * Student Reflection * Self-assessment (rubric) * Peer-assessment (rubric) * See “Where Did All the Gnomes Go” Rubric | |
| **Stage 3: Learning Activities** | | | | |
| What sequence of learning activities and teaching will enable students to perform well at the understandings in Stage 2 and thus display evidence of the desired results in stage one? Which strategy addresses which standard? Create common formative and summative assessments. | | | | |
| **Date** | **Activities/**  **Instructional Strategies** | **Resources and Technology** | **Literacy Connections** | **Differentiation and Specialized Instruction** |
| *1 day* | * Read news article on gnome * Discuss article * Critique visuals of gnomes * Sketch design | * <http://www.theartcareerproject.com/> * <http://www.dailymail.co.uk/news/article-1043552/Gnome-Stolen-garden-elf-returned-7-month-adventure-world.html> * Digital photos of gnomes | * <http://www.dailymail.co.uk/news/article-1043552/Gnome-Stolen-garden-elf-returned-7-month-adventure-world.html> | * Formative assessment (vocabulary terms) * Use visual references * Peer reader/ Buddy system * Learning styles (auditory, visual, kinesthetic, multiple intelligences) seating arrangements |
| *1 day* | * Read information about the history of gnomes * Teacher demo. * Begin clay construction | <http://www.justsaygnome.net/>   * Digital photos of gnomes | * <http://www.justsaygnome.net/general-gnome-and-garden-gnome-information.html> | * Learning styles (auditory, visual, kinesthetic, multiple intelligences) seating arrangements * Pop Corn Read |
| *4 days* | * Teacher Demo * Continue to compose gnome with clay | * Take photographs of the creation and process of your gnome * Digital photos of gnomes |  | * Learning styles (auditory, visual, kinesthetic, multiple intelligences) seating arrangements |
| ***1 day*** | * Begin to write your gnome story * Take photo of your Gnome at Durham to begin the journey | * BYOD * Cameras * Phones | * **Writing:** Begin a story about a gnome that you will continue over the course of the year | * Learning styles (auditory, visual, kinesthetic, multiple intelligences) seating arrangements |
| ***2 days*** | * Glaze gnome after teacher has dried it out and fired it | * **Digital:** Take photos of your gnomes travels over the year and share them next school year with your peers |  | * Learning styles (auditory, visual, kinesthetic, multiple intelligences) seating arrangements |

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| ***Conceptual Basis:***. **What is Sculpting?** Sculpting is a type of three-dimensional art that has been around for centuries.  Generally, sculptures from different regions and time periods have recognizable characteristics, and these works of art are often created for some purpose. Many sculptures, for instance, have been created to honor or commemorate a certain person, god, goddess, place, or event. Some statues, on the other hand, may simply be created as a form of the artist’s creative expression. **What Does a Sculptor Do?** A sculptor is a type of artist that manipulates hard materials to make the three-dimensional art forms known as sculptures. These creative individuals are typically very hard-working and dedicated to their crafts. In some cases, it can take months or even years to create a single sculpture.  Generally, most sculptors create their art in studios. Some sculptors might have home studios, while others may choose to rent a commercial space. The majority of professional sculptors are freelancers. They are usually commissioned to create a piece of art by various businesses, government agencies, or individuals. **What are Ceramics?** Ceramics are objects made from earthenware materials, such as clay. Some examples of ceramic items may include dishes, vases, tiles, and figurines.  There are several different methods for shaping clay to make ceramic items. Dishes, like bowls and vases, are typically shaped by placing them on the center of a pottery wheel. This device has a thick heavy round plate that spins. As the lump of clay spins, a ceramicist shapes it with his hands.  To make figurines, a mixture of clay and water, known as a slip, is poured into a plaster mold. When the outside edges of the slip start to dry, the liquid in the center is poured out. The figurine is removed from the mold when it is nearly dry.  After ceramic items are allowed to dry, they must also be placed in a special oven known as a kiln. The high temperatures inside the kiln help evaporate any moisture left in the clay, causing the piece to harden. Many times, a glaze is brushed onto the piece as well, which contains ingredients that melt in the intense heat of the kiln and form a glassy coating on the surface of the piece. **What do Ceramicists Do?** A ceramicist is an artist that makes clay and porcelain objects. Some ceramicists specialize in making certain types of items, like dishes, while others may choose to create several different types of items. | **Vocabulary:**  Slab: a large, thick, flat piece of stone, concrete, or wood, typically rectangular  Coil: snakelike piece of clay or rolled out rope  Pinch Method: Putting a hole into a sphere of clay and pinching the edges to create a pot  Slip and score technique: This method is used to attach two separate pieces of clay  Slip: “glue” or very wet/ fresh clay  Score: To scratch the surface of the clay **What is Sculpting?** Sculpting is a type of three-dimensional art that has been around for centuries.  Generally, sculptures from different regions and time periods have recognizable characteristics, and these works of art are often created for some purpose. Many sculptures, for instance, have been created to honor or commemorate a certain person, god, goddess, place, or event. Some statues, on the other hand, may simply be created as a form of the artist’s creative expression. **What are Ceramics?** Ceramics are objects made from earthenware materials, such as clay. Some examples of ceramic items may include dishes, vases, tiles, and figurines.  Glaze: the paint used on ceramics  Kiln: Oven used to bake ceramics  Gnome: a legendary dwarfish creature supposed to guard the earth's treasures underground |
| **Materials:**  Clay  Slip  Metal tools  Bowls  Rags  Butcher paper  Kiln  Cone 5  Glaze  Brushes  Sketchbook  Pencils  Camera/phone BYOD | Related image |