

Teacher: **Alison Bongiorno**

Course: **Ceramics**

Grade Level: **9**

Date: **Fall 2036**

Topic/Objectives

Topic: **Connected Communities: Slab Ceramic Construction**

- Know how to communicate and collaborate effectively with other learning communities and clients
- Know and use visual art techniques in creation of 3D artwork

Activities

- Interview/collaborate with a “client”-peer from a distant learning community, via virtual reality software
- Digital 3D ceramic model design
- 3D model “client”-peer critique
 - Use virtual world
 - Finalize design based on review of models
- Slab construction of ceramic artwork
 - Artwork must reflect the personal and cultural identity of students’ peer partners
- Final virtual critique
 - Accept and give peer feedback via final virtual reality
- Self-Assessment and Peer Assessment scoring on Critique Rubric
 - Students use a black marker when assessing themselves
 - Students use a colored marker when assessing their partner peer

Differentiation

Content	Digital 3D Design - Virtual Reality Collaboration Space - Slab Built Ceramics
Process	Discussing, designing, choice of sitting/standing, choice of tools, choice of virtual setting for interview
Product	Ceramic artwork, peer relationship, oral discussion
IEP/504/GIEP	‘Fidgeties’ will be used by students as needed; they take these from the classroom material area, or, if working from home, use their own device; assistance will be provided during Resource for students needing additional work time, or virtually, outside of the school building

Assessment

Formative:

- Teacher Observation/Feedback (Written & Oral)
- Peer interview/collaboration digital notes

Summative:

- Virtual peer collaboration and ceramic artwork - Rubric

Stage 1 – Desired Results

Established Goal(s):

Students will synthesize understanding of design principles and ceramic techniques, through virtual communication and the creation of an artwork.

Understanding(s):

Students will understand that...

- clay has been used by all cultures since the dawn of time
- artists communicate ideas, emotions, and a sense of culture in their work
- artists develop their own unique styles
- art elicits personal meaning and emotional responses

Essential Question(s):

- How do artists problem-solve during the creative process?
- How does art influence what we can learn about ourselves and about our society?
- How is an artist affected by where he/she lives?
- Whose view is more important, artist or art viewer?
- How have historical events and technological advancements changed the ceramic artwork being produced?

Students will know...

- that artists communicate ideas and emotions
- that the arts promote and support creativity, problem solving ability, self-discipline, cooperative learning, presentational skill, and confidence to attempt other creative endeavors.
- artists continually reflect and evaluate their artistic decisions

Students can/will be able to...

- communicate and collaborate effectively with other learning communities
- relate, compare and contrast personal cultures of themselves and a distant peer
- express ideas to peers using appropriate tone and language

Stage 2 – Assessment Evidence

Performance Task(s):

To be assessed via rubric

- Interview a peer from a distant learning community, via virtual reality software
- Digitally design a 3D ceramic model
- Critique 3D models with partner peer, through virtual world, and finalize design
- Use slab construction to build final design in clay
- Accept and give peer feedback via final virtual critique

Other Evidence:

- Teacher observation (using tracking app while monitoring/facilitating virtual conversations, and ceramic production)
- Peer assessment on rubric (in different colored digital 'pen')

Stage 3 – Learning Plan

Learning Activities:	Hook(s) & Closure(s):	Reflection:
<p>Day 1</p> <ul style="list-style-type: none"> Each teacher facilitates student collection of interview questions and planning for upcoming peer-“client” meeting in their respective studios Students write and gather questions that they believe would appropriately address their “client’s” interests, background, and personal experiences 	<p>Do Now (Warm-Up): In once sentence, how would you describe yourself to an artist, commissioned to create a piece inspired by you?</p> <ul style="list-style-type: none"> students leave their responses in the digital classroom, in the form of a video, written, or audio file response 	<p>(Will be completed after teaching the lesson ↓)</p>
<p>Day 2:</p> <ul style="list-style-type: none"> Co-Teacher Jason Springer facilitates peer-“client” interviews on personal history, interests, and expectations for commissioned ceramic slab artwork <p><i>Refer to J. Springer’s lesson plan for more details</i></p>	<p><i>Refer to J. Springer’s lesson plan for more details</i></p>	
<p>Day 3-6:</p> <ul style="list-style-type: none"> Students work in their respective studio rooms or remotely, as distance learners, to build 3D model based on inspiration from peer-“client” interviews using Day 1-2 notes Each teacher facilitates 3D model design using Google’s 2036 version of Tilt Brush, with the ability to walk in and out of students’ 3D model spaces and watch modeling from a screen 	<p>Do Now (Warm-Up): Describe 3 similarities, and 3 differences between you and your peer-“client.”</p> <ul style="list-style-type: none"> students leave their responses in the digital classroom, in the form of a video, written, or audio file response 	
<p>Day 7-8:</p> <ul style="list-style-type: none"> Co-Teacher Alison Bongiorno facilitates peer-“client” review/critique of 3D models in virtual reality collaboration space Students elaborate on design concepts, and make changes during live, digital-virtual collaboration with their peer-“client” 	<p>Do Now (Warm-Up): How does your model show the personal background of your client?</p> <ul style="list-style-type: none"> students leave their responses in the digital classroom, in the form of a video, written, or audio file response, prior to collaboration time with Mr. Springer’s class 	

<p>Day 9:</p> <ul style="list-style-type: none"> Each teacher facilitates student revisions of 3D model based on peer-“client” feedback from day prior 	<p>Do Now (Warm-Up): Based on your virtual collaboration session yesterday, describe your initial response as a “client,” yourself. Then, describe your response as the commissioned artist.</p> <ul style="list-style-type: none"> Students leave their responses in the digital classroom, in the form of a video, written, or audio file response 	
<p>Day 10-18:</p> <ul style="list-style-type: none"> Students construct their slab forms using handbuilding techniques 	<p>Do Now (Warm-Up): How does/will your construction method differ from that of your peer-“client”?</p> <ul style="list-style-type: none"> Students leave their responses in the digital classroom, in the form of a video, written, or audio file response 	
<p>Day 19-22:</p> <ul style="list-style-type: none"> Students glaze their ceramic artwork according to their 3D model design approved by their “client” 	<p>Do Now (Warm-Up): In what way does the glazing surface detail in your commissioned piece reflect the personal culture of your peer-“client”?</p> <ul style="list-style-type: none"> Students leave their responses in the digital classroom, in the form of a video, written, or audio file response 	
<p>Day 23-24:</p> <ul style="list-style-type: none"> Collaboration between peer-“clients” is facilitated by <i>both</i> co-teachers during final virtual reality critique and fulfillment of commissions 	<p>Closure: Students reflect on artwork in their digital classroom and assign a value to their commissioned work</p>	
<p>Date TBD</p> <ul style="list-style-type: none"> Student peer-“client” partners meet in person to celebrate completion of their work, interact, and exchange their artwork demonstrating appropriate interactions and greetings 		