

LESSON PLAN NAME: Independent Project (2)

Grade Level: 9-12

List 2 or 3 related outcomes from the PA Arts and Humanities Standards:

<https://www.pmea.net/wp-content/uploads/2012/10/PA-Standards.pdf>

And/or national core curriculum: <https://www.nationalartsstandards.org>

Creating Anchor Standard 1- Generate and conceptualize artistic ideas and work.

Creating Anchor Standard 3- Refine and complete artistic work.

Connecting Anchor Standard 10- Synthesize and relate knowledge and personal experiences.

BIG PICTURE RATIONALE: The overall idea of this lesson is for students to have choice.

The students are expected to choose 2 things to make for the independent project. These can go together as a pair, or they can be two separate entities. Students really like to have choices, and with this project, the possibilities are endless. There are not many requirements other than it must be quality. Students like to add personal style and interests to their projects, they also like to choose what they want to do overall, this is an opportunity to do this. Students will be allowed to use techniques learned in class but are also encouraged to try something new.

MENTOR ARTIST/S OR VISUAL CULTURE: Sargent Claude Johnson was a jack of all trades from Boston, born in 1888. He was Black and Native American. His parents died young, so he was sent to live with his aunt and uncle. His aunt happened to be May Howard Jackson, who was a famous sculptor who focused on African American topics. She was from Philly and in 1895 she was the first Black woman to receive a scholarship to Philadelphia Academy of Fine Arts. She made a huge impact on Sargent Claude Johnson's identity and artistic journey. He was a huge face in the Harlem Renaissance, which was an artistic period in New York, specifically Harlem in 1917 and came to an end in the mid to late 1930s. This era was full of Black artists who made work to challenge racial stereotypes and embrace the Black identity.

ESSENTIAL QUESTIONS:

- What does quality look like in ceramics?
- What are some options we have for how to execute two independent projects?
- What steps should be taken when trying a new technique?

GOALS: Students will be able to make 2 quality projects. Students will be able to apply known methods of creating ceramic work to their independent projects. Students will be able to take the proper steps to learn a new technique as needed. Students will be able to take their time and try their best on their 2 independent projects

OBJECTIVES: Students will apply prior ceramic knowledge to create their independent projects. Students will follow proper steps to try a new technique as needed. Students will connect their own interests to their projects. If a student is making it for another person, they will apply their interest to the project.

LOGISTICS: Clay, water, needle tool, wood tool, knife, slab roller, rolling pin, cut outs, slip, wheel, glaze, paint, paint brushes

SPARK/INTRODUCTION (Time: __5 min__) – Introduce the assignment, explain the expectations, and answer any questions there may be on the spot. Give examples of projects that could be completed, ex: pitcher, tea cups, bust, etc. Also give examples of things that will not be accepted, ex: small pinch pots, small coil pots, rushed projects, etc.

ACTIVITY (Time __Several classes__): Students will come to class expected to begin working immediately. Each class will be a studio work day, unless told otherwise. Students will have the entire class period, minus cleanup time, to work and ask questions. Students are expected to spend roughly a week per project, though this varies depending on the student and project.

CLEAN-UP PROCEDURES (Time __5-10min __): Students are expected to clean up after themselves. Any mess they make will be their responsibility. Clay, tools, and glaze will be returned to their homes within the classroom.

CONCLUSION/WRAP-UP (Time __5-10 min __) – A couple minutes prior to cleanup, I start to make my final rounds of the class. I walk around and do individual check ins, give any advice as needed, or answer any questions students may have. The final check ins last until the end of class.

ADAPTATIONS/MODIFICATIONS: Students on an IEP/504 may do 1 independent project if that fits into their personal plan. IEP/504 students may also choose to do 2 smaller independent projects if preferred. ELL students will receive a translated assignment description, as well as an English version.

EXTENSION: Students who finish early may be asked to revisit certain areas and take things further if it appears it would be beneficial. If students are completely done, they can move on to the next project of their choice.

ASSESSMENT STRATEGIES/RUBRICS: Students will be graded on their own personal ability and effort. Their grade will also include the completion of all of the requirements of the assignment.

RESOURCES & IMAGES: <https://www.holmesartgallery.com/sargentjohnson>
[https://www.nga.gov/learn/teachers/lessons-activities/uncovering-america/harlem-renaissance.html#:~:text=The%20Harlem%20Renaissance%20was%20a,War%20II%20\(the%201930s\).](https://www.nga.gov/learn/teachers/lessons-activities/uncovering-america/harlem-renaissance.html#:~:text=The%20Harlem%20Renaissance%20was%20a,War%20II%20(the%201930s).)