

Lesson Plan Title: Secrets of the Treasure Box

Length: 2 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 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.

N/A

**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)

Today, we will be working as explorers of lost lands and mysterious worlds. You have just found an object that has more meaning to you than anything else in your collection but you will need to design a treasure box or reliquary in order to hold it. Once you do, you're planning on holding an exhibition for people to see your collection with the object featured front and center.

R-Explorer of Lost Lands

A- Peers/teacher

F- Treasure boxes

T- How boxes and containers can have a meaning reflected in the object.

**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.**

- three-dimensional

- Treasure
- Reliquaries
- Shape
- Expression
- Emotion
- Meaning

**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.

Students will create a three-dimensional treasure box to express an emotion and/or hold an important item.

Students will use shape to convey meaning while making their treasure boxes.

Students will utilize three-dimensions to convey a meaning, express an emotion, and/or hold something meaningful.

**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. (Bloom's: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology)

**Students will create a sketch of their treasure box and build it using clay to express an emotion and/or hold an important item.**

(Bloom's: Create, Apply; Standard: Create; GLE: Investigate the properties of materials to support the planning and making of works of art; Art Learning: clay, coil building, slip and score, acrylic paint )

**Students will be able to express what their emotion was and/or how their treasure box will hold their important item through a reflective activity.**

(Bloom's: Apply, Understand; Standard: Reflect; GLE: Notice and discuss what can be seen in works of visual art and design; Art Learning: Critique, Expression)

**Students will be able to build a treasure box using coil building and slip and scouring.**

(Bloom's: Create, apply; Standard: Create; GLE: Investigate the properties of materials to support the planning and making of works of art; Art Learning: clay building techniques, coil building and slip and scouring)

**Students will be able to define reliquary.**

(Bloom's: Remember, apply; Standard: comprehend, transfer; GLE: Identify how artists use visual art and design to communicate; Art Learning: art vocabulary [reliquary])

**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.**

<p><b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p> <ul style="list-style-type: none"><li>• If students are uncomfortable working with clay, we can offer found objects since every student responded to those materials</li><li>• Students may use gloves or air dry clay</li></ul>	<p><b>Expression</b> (Products and/or Performance)</p> <ul style="list-style-type: none"><li>• Students can choose what emotion and/or item they would like for their project</li></ul>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p> <ul style="list-style-type: none"><li>• If students need more depth, teachers can teach them pottery techniques such as scribing, sgraffito, etc.</li></ul>	<p><b>Expression</b> (Products and/or Performance)</p> <ul style="list-style-type: none"><li>• Students can choose multiple emotions to display</li><li>• Students can create a treasure box with both an emotion and that holds something specific</li></ul>

**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.**

This week, we're going to teach them the term "reliquary". Although we will refer to them more commonly as treasure boxes, we are going to introduce the idea of reliquaries and what they mean/what they are used for. This will be integrated into the instruction part of our lesson.

**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.**

- Clay
- Acrylic paint (week 2)
- Clay tools?
- Sketchbooks

**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.**

- Teachers will show a presentation featuring various reliquaries that also show an emotion. This will help students visualize what they are expected to create

**Preparation:**

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

- Creating a presentation
- Gathering the clay and tools that are needed
- Week 2: fire projects

**Safety:**

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

- Students cannot add/take away from a peer's project unless asked
- Students need to avoid getting clay on their clothes
- Students need to use the tools only for their projects, not on their neighbors

**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.

“For the next two weeks, we will be working as explorers of lost lands and mysterious places. We all have things that are important to us and we want to make sure they remain safe, so we will be working on making special containers to house these objects.”

“When thinking about the reliquaries we saw, how could you apply color to your own? The importance of sketching your ideas allows you to experiment with color so that it best represents the message you want it to have: whether it's like the object it holds or if it's something happy then maybe you'll want to paint it with bright colors. It is important for your reliquary to match the object's purpose and meaning to you.”

**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.

- Experimenting with plasticine clay before moving on to the other clay
- Choosing color combinations that best support with your object and idea for your reliquary
- Sketching out what your reliquary looks like and then adding color to that before painting your actual project.

**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

Day 1	<p><b>Instruction</b> - The teacher will... (Be <b>specific</b> about what concepts, information, understandings, etc. will be taught.) <b>Identify instructional methodology. KNOW (Content) and DO (Skill)</b></p> <p><b>10 minutes - Toy Exhibition Continuation</b></p> <ul style="list-style-type: none"> <li>● Before introducing the next assignment, teachers will have the students finish their toy presentations from last week.</li> <li>● Once they're finished, then we'll wrap things up and move on to our next project.</li> </ul> <p><b>5 minutes - Blog Review</b></p> <ul style="list-style-type: none"> <li>● Teachers will highlight the process the students went through for their toys and how they made them</li> </ul>	<p><b>Learning</b> - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize 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.) <b>UNDERSTAND</b></p> <p>Students will...:</p> <ul style="list-style-type: none"> <li>● explore and create forms with clay</li> <li>● be able to recognize the word "reliquary" and give a basic definition for it</li> <li>● add color to their forms using paint</li> </ul>	<p><b>Time</b></p> <p><b>10 minutes</b></p> <p><b>5 minutes</b></p>
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	<ul style="list-style-type: none"> <li>● Ask about problems they encountered and how they overcame them.</li> </ul> <p><b>10 minutes - Assignment Intro/Demo</b></p> <ul style="list-style-type: none"> <li>● Teachers will then move into the next project in creating a clay reliquary/treasure box.</li> <li>● Teachers will show a presentation of varying reliquaries and ask the students what they think they might be used for.</li> <li>● Afterwards, we will spend time teaching them the word “Reliquary” and what they’re used for.</li> <li>● Following that, teachers will demonstrate coil-building or pinching in order to create their reliquary. <ul style="list-style-type: none"> <li>○ Main focus will be slipping and scoring as that is an important part in coil building.</li> </ul> </li> <li>● Students will be able to follow along with plasticine clay and will be instructed that while they have this, they will need to prove to us they can pay attention or we’ll take away the clay so they can focus.</li> </ul> <p><b>10 minutes - Ideation Exploration</b></p> <ul style="list-style-type: none"> <li>● Students will then have time to experiment with a small amount of clay to get a sense of how clay feels, works, and sticks to itself.</li> <li>● This will be done with a small amount of the clay we’ll use for the main project.</li> <li>● Afterwards, we’ll have them give us what they practiced on and give them about a pound of clay to work with.</li> </ul> <p><b>15 minutes - Work Time</b></p> <ul style="list-style-type: none"> <li>● Students will be able to work on their reliquaries.</li> <li>● Hopefully they will be able to finish them today or that they will get through it relatively quickly.</li> </ul>		<p><b>10 minutes</b></p> <p><b>10 minutes</b></p> <p><b>15 minutes</b></p>
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	<ul style="list-style-type: none"> <li>○ Time roll-over for exhibition and wanting them to take part in the experience has really put it on a cruch.</li> </ul> <p><b>10 minutes - Clean-Up</b></p> <ul style="list-style-type: none"> <li>● Teachers will ask students to leave their clay on the table and have them join us on the rug to go over clean-up. <ul style="list-style-type: none"> <li>○ Before they go to clean, they will put their reliquaries on the counter with the construction paper.</li> <li>○ Afterwards, each table will be in charge of collecting tools and one for wiping down tables and removing trash bag table covers.</li> <li>○ Red: Carving tools</li> <li>○ Green: Mats and extra clay</li> <li>○ Yellow: Forks and Knives</li> <li>○ Orange: Spray bottles</li> </ul> </li> </ul> <p><b>In the Event of Extra Time</b></p> <ul style="list-style-type: none"> <li>● If there is extra time, have Joel teach the students a french directional song.</li> </ul>		<b>10 minutes</b>
Day 2	<p>Previously, we were going to:</p> <p><b>5 minutes - Blog and Reliquary Review</b></p> <ul style="list-style-type: none"> <li>● Teachers will revisit the idea of a reliquary/treasure box. <ul style="list-style-type: none"> <li>○ Talking about what some of the student's work may hold.</li> <li>○ Exploring different ways to approach building their vessel.</li> <li>○ Discussing ways they could use color.</li> </ul> </li> </ul> <p><b>10 minutes - Clay building review &amp; Painting Demo</b></p> <ul style="list-style-type: none"> <li>● Following the review, teachers will discuss the ways of building with clay again and having students follow along.</li> </ul>	<p>We amended our lesson plan after some deliberation. We did this because of several reasons:</p> <ol style="list-style-type: none"> <li>1) Our plan to paint the vessels the second day only worked if most students finished building the first day. However, most of the class actually didn't.</li> <li>2) A lot of the students got extremely frustrated while trying to build their treasure boxes. It seemed like building a structure was a little too advanced for most of the students. Because of this, I was afraid their last day would be frustrating and not fun for them if we tried to push through.</li> <li>3) I decided that exploring with clay was far more likely to help them learn then trying to continue to make boxes. The best way</li> </ol>	

	<ul style="list-style-type: none"> <li>○ “Now that everyone has two pieces of clay, roll one into a long worm.”</li> <li>○ “Afterwards, take the second one and do the same thing.”</li> <li>○ “Once you have two, take your fork like this and create little scratches in the surface.”</li> <li>○ “Afterwards, you’re going to smoosh them together and pressing along the line until it disappears and they’re connected!”</li> <li>● Painting set-up and going forward <ul style="list-style-type: none"> <li>○ Blue, Red, and Yellow will be provided and will be used to demonstrate color mixing.</li> <li>○ When paint is supplied, measure out a spoon or two full to limit the waste.</li> <li>○ Water is available to rinse your brushes just like when we used watercolors.</li> <li>○ Be careful not to add water to the paint as it does not require any to work.</li> </ul> </li> </ul> <p><b>20 minutes - Work Time</b></p> <ul style="list-style-type: none"> <li>● Students will be able to work on their treasure boxes (either painting the fired models or creating new ones).</li> <li>● If they finish early with painting have them work on an object they would like to put into their treasure box.</li> <li>● If they finish early with constructing the treasure box, have them experiment with colors in their sketchbook or create an object they’d like to put in the treasure box (If they want to put a favorite rock in there, have them create a small clay representation of it.)</li> </ul> <p><b>10 minutes - Clean-up</b></p> <ul style="list-style-type: none"> <li>● Students will be asked to put their clay, brushes, tools, back on the tables and join the teachers on the rug.</li> <li>● They will then go over the clean up procedure: <ul style="list-style-type: none"> <li>○ They will place their treasure boxes on the counter/wherever we have room to do so.</li> <li>○ Afterwards, the students will place all unused clay in a pile at the center of their tables.</li> <li>○ Then each group will be in charge of collecting a specific tool. <ul style="list-style-type: none"> <li>■ Red: Paint brushes and pallets</li> <li>■ Green: Chopsticks and Water Bowls</li> <li>■ Yellow: Popsicle stick Carvers and Metal Carvers</li> </ul> </li> </ul> </li> </ul>	<p>to learn at this age is to explore. If we put them in a box, [no pun intended] they won’t learn anything new, they’ll only get good at the specific things we taught them</p> <ol style="list-style-type: none"> <li>4) I wanted every student to be able to take a fired piece home with them and I was afraid that wouldn’t be possible if we kept pushing this lesson with only one day left.</li> <li>5) In the end, I wanted our last day to be fun and relaxed and opening the floor to exploration was the best way to achieve that (plus every student was able to make something and most wanted to include theirs in the exhibition)</li> </ol>	
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- Orange: Forks and Knives

- Once everything has been cleared from the table, students will be asked to wipe down the trash bag covers with a sponge before meeting on the rug.

**10 minutes - Gallery Walk Exhibition**

- Teachers will then have one group present their progress as we go around the room (treasure boxes may still be wet) to see their ideas.
- Students will then be asked to think about what could be stored in the treasure boxes.
- This is will continue until we are finished.

**5 minutes - Exhibition Pieces**

- Teachers will ask what works of art the student would like to be shown in the exhibition next week.
- We will then make note of their choices.

**In the Event of Extra Time**

- Teaching them a French directions song

Now we're going to:

**5 minutes - blog review**

- Teachers will review blog and remind students what we accomplished last week

**10 minutes - Introduction to day**

- Teachers will remind students of clay-building techniques we used last week
- Following the review, teachers will discuss the ways of building with clay again and having students follow along.
  - “Now that everyone has two pieces of clay, roll one into a long worm.”
  - “Afterwards, take the second one and do the same thing.”
  - “Once you have two, take your fork like this and create little scratches in the surface.”
  - “Afterwards, you're going to smoosh them together and pressing along the line until it disappears and they're connected!”
- After this, teachers will let students know it's an exploring work-day
  - students are required to explore/play with clay and make a sculpture of something that interests them by the end of class

	<ul style="list-style-type: none"> <li>○ let students know that today is the last day and we will fire whatever they finish, so try to make something</li> <li>○ students are allowed to revisit old project if they want to</li> <li>● Teachers will explain to students that today, we are collecting pieces for the exhibition <ul style="list-style-type: none"> <li>○ one of us will ask students up one at a time to pick their favorite piece(s), give a title, etc.</li> <li>○ Students are required to stay at desk and work with clay until they are called</li> <li>○ Let students know that if all of them are able to make a small sculpture, we can include them in the exhibition</li> </ul> </li> </ul> <p><b>30 minutes - work time</b></p> <ul style="list-style-type: none"> <li>● Students will be asked to go to their tables and begin exploring with the clay to create something that interests them</li> <li>● this is a day of exploring so learning target is a bit looser</li> <li>● one teacher will walk around room and spritz/answer questions, the other will sit either at back or front of room and call students one at a time for exhibition information.</li> </ul> <p><b>5 minutes - Clean-up</b></p> <ul style="list-style-type: none"> <li>● Students will be asked to stack their utensils at their desk and leave their pieces where they are</li> </ul> <p><b>10 minutes - Gallery walk exhibition</b></p> <ul style="list-style-type: none"> <li>● Teachers will then have one group present their progress as we go around the room (sculptures may still be wet) to see their ideas.</li> <li>● Students will then be asked to think about what each sculpture may be</li> <li>● This is will continue until we are finished.</li> </ul>		
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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.)

Students seemed to thoroughly enjoy our reflective activity for the toy project, so we will do something similar. Student will one by one present their treasure box and peers will guess what emotion was conveyed and/or what item might be held in it. The student presenter will then explain to the class what emotion/item will be held and how they achieved that purpose.

**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.

Did students create a treasure box to express an emotion or hold an important item?

Were students able to express which emotion they conveyed or what item will be held in the treasure box?

Criteria	Advanced	Proficient	Developing
<i>Students created a treasure box to express an emotion or hold an item?</i>	Students created a treasure box that both expressed an emotion <b>and</b> held an item	Students created a treasure box that either expresses an emotion <b>or</b> held an item	Students did not create a treasure box or created a treasure box that neither expressed an emotion or held an item
<i>Students were able to express which emotion was conveyed or what item will be held?</i>	Students <b>clearly</b> expressed which emotion was conveyed and/or what item is held	Students express which emotion was conveyed and/or what item is held	Students aren't able/don't express which emotion was conveyed and/or what item is held

**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.)

For this art experience, I think introducing clay went well. The students were really excited to play and explore with it and that's why the material worked so well for this class. The second week of this lesson our students kept asking if they still got to work with clay and seemed absolutely thrilled when we said they would be able to. Our students loved exploring the material and many of them were excited to show their family and friends their clay project.

For this art experience, a few things went wrong. Building boxes was too advanced of a concept for our kids and lead to many of them becoming frustrated and not having a finished project. In order to remedy this, we opened up our last class of the lesson and allowed them to just freely explore the material. In my opinion, this worked much better than asking them to build boxes. This is because students were allowed to create whatever they wanted, which was more relevant to their interests. Students also enjoyed it more because their pieces were far less likely to fall apart. Although this was a great lesson, we needed more time for it to truly work. However, the kids loved the clay and responded to the lesson in a very positive manner.

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