



Teacher(s)	Mx. Weingarten
Date	December 19th – January 6th
Course/Period	Intro to Visual Art/9th Grade Periods: 2,3,7,8
CCLS/NGLS/Standards	VA:Pr5.1.HSI Students will evaluate how the decisions their classmates made about the subject of their art affects the presentation and creation process of the work. VA:Cr3.1.HSI Students will apply the feedback they get from classmates daily to their artwork and creative process.
Learning Target	I can create art that reflects the community/culture I come from. I can create art that informs others of where I come from. I can learn to use clay as a medium. I can learn about the connection between food and culture. I can talk to my family about stories of where we come from and use them to influence my art. I can make a draft model of my final sculpture. I can turn a paper mockup sketch into a ceramics piece
SWAG Target	I can develop knowledge and Awareness of our diverse school community while taking Accountability of my contribution to creating a safe and supportive learning environment.
Assessment / Criteria for Success	Student's work will follow the Criteria for Success Checklists, rubric and lesson plan. Students will create a sketch, paper model, and clay final project.
Access For All Learners	Visual, verbal, and written instructions that are cross posted on Google Classroom. Assistance in the classroom and via email to students who need/request it.
Do Now / Ignite (Get the Brain's attention)	December 19th: Students will fill out a sticky note about where their family comes from anonymously. The papers will be collected, read out and tallied. December 20th: Students will complete page two of the worksheet packet, filling out what steps they need to complete for the project and creating a guide to help them during independent work. December 21st: Students will complete page 3 of the worksheet packet. Going over all of the vocab about different ways to make paper turn into 3 Dimensional objects. December 22nd: Students will complete page four of the packet reflecting on what dish they have selected to focus on for their sculpture project. December 23rd: Students will have a five minute discussion about what they have created and how they are going to create the dish when we use clay. January 3rd: Students will look at the images of their paper based sculptures and reflect on if their ideas have changed over the break. January 4th: Students will discuss for 5 minutes how they are going to approach painting the project.



	<p>January 5th: Students will talk for five minutes with the people at their tables, discussing how their project has changed since the beginning of the assignment. Afterwards students will go on the computers and write a short paragraph on their sculpture and the importance behind it.</p> <p>January 6th: Students will finish up any last details of their work and prepare for the gallery walk. .</p>
<p>Mini-Lesson/Modeling (I Do/ We Do)</p>	<p>December 19th: Students will watch a demonstration about paper sculptures and begin to brainstorm how they will approach this project.</p> <p>December 20th: Students will watch a video about sculpture making and notate any ideas that they would like to use.</p> <p>December 21st: Students will watch and participate in a demonstration of how to make a sculpture represent food that is important to them.</p> <p>December 22nd: Students will view a quick recap demo about how to preserve and photograph their work so that it can be saved for the long term.</p> <p>December 23rd: Students will watch a demonstration on how to upload their work so that they can see their work after the break.</p> <p>January 3rd: Students will watch a quick demo on how to soften clay and prepare it to be made.</p> <p>January 4th: Students will watch a video on how culture is impacted by food, they will write down what they notice based on the example on the board.</p> <p>January 5th: Students will watch and participate in a demonstration about how to add fine detail to ceramics and the importance of glazing work.</p> <p>January 6th: Students will listen to instructions about how to set up the room for the gallery walk/class critique.</p>
<p>Collaborative Practice: (You do together)</p>	<p>December 19th: Students will come up with a series of sketches thinking of dishes that are culturally important to them and use the computer for reference images.</p> <p>December 20th: Students will work together to help their peers select one food dish to focus on from the many options that they came up with the day before.</p> <p>December 21st: Students will practice combining strips of paper to make sculptures.</p> <p>December 22nd: Students will have conversations about their work practicing using the vocabulary words that they learned.</p> <p>December 23rd: Students will work with their peers to work on a list of what they need to complete after winter break.</p> <p>January 3rd: Students will work together to brainstorm how they are going to transform their paper structures into clay.</p> <p>January 4th: Students will review how food and culture can be shown through art.</p> <p>January 5th: Students will review their work and note what they need to complete in order to finish their assignment.</p> <p>January 6th: Everyone will work together to set up the classroom for the gallery walk/class critique.</p>
<p>Independent Practice: (You do it alone)</p>	<p>December 19th: Students will sketch out multiple food dishes that they might be interested in exploring through sculpture.</p>



	<p>December 20th: Students will begin exploring how to create 3 dimensional shapes with paper.</p> <p>December 21s–23rdt: Students will create their food sculptures using the paper materials.</p> <p>January 3rd: Students will resketch their work based on their paper sculpture and refine any details they wish to fix.</p> <p>January 4th: Students will build their sculptures using clay to create the final version of their work.</p> <p>January 5th: Students will finish painting their sculptures they will add the second layer of paint to further seal their work in.</p> <p>December 6th: Students will lead the gallery walk/class critique. They will showcase what they have made and the importance/history behind it that caused them to choose it as the focal point of the project.</p>
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Overall Criteria for Success Checklist:

Students will create a sketch of a food dish that is culturally important to their family

Students will create a paper based sculpture that is based off the food dish to prepare them for the ceramics part of the project.

Students will create a clay sculpture based on the food dish that is important to them

Students will complete the worksheet packet to guide them through the assignment and to explain why they have selected the dish they did.

Students will paint their dishes to make them as reflective as possible of the real dish.

Criteria for Success Checklist Day 1:

Students will create multiple mini sketches of food dishes that have cultural significance to them

Students will fill out page one of their packet noting down how culture and food have been used in art.

Students will watch a video about paper sculptures and write down how they can use the paper for art.

Criteria for Success Checklist Day 2:

Students will write down the overall criteria for success checklist so that they have a guide for the project

Students will cut multiple different strips of paper and try to make mini sculptures out of them to practice for the next step of the assignment

Students will make at least 5 different 3D shapes by the end of the period

Criteria for Success Checklist Day 3:

Students will make a final decision on what food they are going to recreate in sculpture form.

Students will make a 10 minute sketch of their chosen dish in their packet to have a reference.

Students will begin constructing their paper mock-up sketches so that they have a 3D model to use as reference.

Criteria for Success Checklist Day 4:

Students will write a short three sentence paragraph explaining the importance of their dish and why they selected it.



Students will complete anything they need to do on their paper sculpture.

Students will watch and participate in a demo on how to photograph and upload images of their work to Google Classroom and how to submit their old Canva videos and posters in order to have their assignments graded.

Students will photograph and upload their paper sculptures to Unit 4 project 1

Criteria for Success Checklist Day 5:

Students will complete the page in the packet that explains how they created their paper sculpture and what they would do differently.

Students will watch and participate in a demo on using clay.

Students will create their miniature food sculptures that they selected the previous week.

Criteria for Success Checklist Day 6:

Students will complete the next page in their packet reflecting on what they have created so far and re-sketching it.

Students will begin painting their work.

Students will mix the paint colors to match as closely as possible to the real food item.

Criteria for Success Checklist Day 7:

Students will write their three sentence paragraph about their food dish and its cultural significance.

Students will turn in their google doc on Google Classroom that contains their paragraph.

The paragraph will contain a sentence on what the dish is, a sentence on why the student selected it, and a sentence on what is the cultural significance of the dish to them and their family.

Criteria for Success Checklist Day 8:

Students will complete painting their sculptures.

Students will complete the end of project review page to reflect on the project as a whole

Students will make sure that they have uploaded an image of their paper sculpture to google classroom

Students will show their work to the class.