Lesson Plan Title:­­­­­­­­­­­­­ Slab Containers Length: 2 weeks (6.5 class periods)

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| **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. |
| Drape and Press Review:  What is a slab?  What is the difference between a soft slab and a hard slab?  Why do you wedge your clay before using it?  What types of things can you use to create texture on your bowl?  What is the technical name for a support structure in Pottery?  What do you need to do at the end of class to keep your project from drying out before you are done with it?  What should you use to join two pieces of clay together so they don’t fall apart?  What happens to clay as it dries? |

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| **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) |
| In this Project, we will be exploring slab building and implementing decorations of both 2D and 3D aspects to pottery. For this project, you will create a container to hold something important to you. It could be you bottle cap collection, jewelry, candy stash, or your spare change. Keep the function of the form in mind when designing your piece. Your piece must be correctly engineered (mitre corners and slipped and scored connections) and will use at least 2 design elements to decorate your container. |

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| **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.** |
| Technique |

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| **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. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.** |
| Artist plan their design   * 4.2 Communication through advanced visual methods is a necessary skill in everyday life   + Transfer the value of visual arts to lifelong learning and the human experience   + Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas   Artists are intentional with their designs to fulfill a purpose   * 1.3 Art and design have purpose and function   + Recognize, articulate, and debate that the visual arts are a means for expression   + Analyze, interpret, and make meaning of art and design critically using oral and written discourse   Artists use a variety of techniques to create art   * 3.2 Assess and produce art with various materials and techniques   + Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design   + Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research   Artists reflect on their practice to improve   * 2.1 Reflective strategies are used to understand the creative process   + Critique personal work and the work of others with informed criteria   + Use specific criteria to discuss and evaluate works of art |

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| **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** |

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| **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: \_\_\_\_\_ - Conceptual/ideation/personal grounding: \_\_\_\_\_ - Expressive features and characteristics of art: \_\_\_\_ - Historical/Contemporary/multicultural content: \_\_\_\_ - Materials/techniques: \_\_\_\_\_ - Critical reflection/aesthetics/transfer: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology) |
| **Shown Artwork** by contemporary artists, students will *be able to plan*their project by researching and posting 3 images to their bulb page. (Creating / Standard: Transfer / GLE: Communication through advanced visual methods is a necessary skill in everyday life / Art Learning: Contemporary / Numeracy, Literacy, and Technology)  **Using their ideation prompt**, students will *be able to design* a slab container form that purposefully reflects the function it will be used for. (Creating / Standard: Comprehend / GLE: Assess and Design have purpose and function/ Art Learning: ideation/ Numeracy)  **Given Clay,** students will *be able to create* a slab container which successfully implements the proper attaching techniques and 2 decorative techniques. (Creating / Standard: Create / GLE: Assess and Produce art with various materials and methods / Art Learning: hand building techniques / Numeracy)  **Using Completed Project,** students will *be able to explain* their process, by responding to the reflection questions on bulb. (Understanding / Standard: Reflect / GLE: Reflective Strategies are used to understand the creative process / Art Learning: Critical Reflection / Literacy and Technology)  **Using Completed Projects,** students will *be able to critique* their peer’s work by writing anonymous feedback. (Evaluating / Standard: Reflect / GLE: Reflective Strategies are used to understand the creative process / Art Learning: Critical Reflection / Numeracy and Literacy) |

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| **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**. |

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| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Visual aid: Handout with highlighted text and images to support student learning.  Visual Demonstration: helps visual learners see and hear the process before having to try it on their own.  Numeracy: Students can use a ruler to get accurate measurements  I will be floating around after the demonstration to assist students if they need any help  Special Needs students will have two peer helpers and two paras to help in all steps of attaching and decorating. Slabs tiles will be prepared ahead of time so they can decorate 1-2 of them each class. Jonathan, Dom and Terry will have assistance attaching the slabs. Jeremy and Anni will have their slabs attached for them. They all will get assistance when glazing. | Students are encouraged to take notes during the demonstration  Students can chose the type of container they would like to make  Special Needs students will be able to carve, draw and glaze their pieces as they wish |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Request one on one demos for complex deigns | Students will be encouraged to try to make pieces with multiple compartments or more than 6 sides.  Students are encouraged to make more if they desire |

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| **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.** |
| Armature  Bone Dry  Butt Seam  Carving  Clay  Dryfooting  Fettling Knife  Foot  Glaze  Greenware  Incise  Kiln  Kneading  Lap Seam  Leatherhard  Lip  Mitre Corner  Overglaze  Piercing  Plastic  Pug Mill  Rib  Scoring  Sgraffito  Slip  Trailing  Underglaze  Wedging  Wirecutter |

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| **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.** |
| PowerPoint  Computer with TV hookup\remote or mouse to advance slides  1 to 1 computers  Fresh Clay  Tool kits (one per student)  Slab mats  Mitre tool  Rolling pins  Slab roller  Fabric sheets  Bulb site updated  Rulers  Slip containers  Slip trailers  Paper  Paintbrush  Glaze  Fettling knife  [Rubric](Slab%20Container%20Rubric.pdf)  [Bulb check sheet](Revised%20Bulb%20Rubric.docx)  [Ideation Check sheet/prompt](Slab%20Container%20Ideation.docx) |

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| 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. |
| [Images PowerPoint](Slab%20containers.pptx)  Test Tiles (décor references)  [Bulb site:](https://www.bulbapp.com/u/slab-containers~1)  **10 Questions to Ask When Designing Functional Pottery** |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| \*Test tiles must be bisque fired before demo  Gather demonstration materials  Slabs for 5th period must be rolled out and prepared before class  Write students names on popsicle sticks for critique |

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| Safety:Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format. |
| “Don’t stab yourself” reminder  Slip and score EVERYTHING  Wrap your pieces well for overnight and over the weekend hauls!  PUBLISH BULB PAGES!  At least 3 coats of glaze |

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| **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. |
| How can design, technique and function come together to create a form? |

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| **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. |
| **SLAB CONTAINER IDEATION: TREASURE KEEPERS**  In this Project, we will be exploring slab building and implementing decorations of both 2D and 3D aspects to clay. You will create a container to hold something important to you, aka your treasure. Your treasure could be anything: bottle cap collection, jewelry, candy stash, spare change, light, plants, gems, plush babies, model cars, etc.. Keep the function of the form in mind when designing your piece. Your piece must be correctly engineered (**mitre corners with slipped and scored connections**) and have at least 2 design elements to decorate your container (**sgraffito, stencils, slip trailing, carving, textures, adding on**).   1. Find at least *3 photos of inspiration* and post them onto your SLAB CONTAINER bulb page.    1. Describe in 1-2 sentences why you liked each piece. 2. Write a short paragraph about what you would like to use your container for (What will it hold). Some questions to consider:    1. How do you plan to decorate your container to represent your treasure? Does it need to?    2. What decorative techniques interested you the most?    3. Why did you chose that item to be contained in a handmade container?    4. How will your container keep your item safe?    5. Does the form of the item effect the form of the container? Why or why not?    6. Does your container need a lid? Why or Why not? 3. Draw at least *3 sketches* of what you want your container to look like. |

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| **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 |

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| Day 1  TUES  1/31 | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology. KNOW (Content) and DO (Skill)**  Students trickle into the classroom  Attendance is taken  Review of Pottery importance: TOP 10 THINGS YOU NEED TO KNOW IN POTTERY (Lemmon)  Students are broken up into throwing/hand building groups  Hand building group meets up at the front of the classroom (bring stools)  OK class so today we're going to be talking about making slab containers, using the information and knowledge you gained during the drape and press project. Knowledge of how to deal with clay how to correctly wrap clay so doesn't dry out overnight, or how to roll out slabs.  As far as decorations, for this project I will be requiring you to use at least 2 decorative techniques on your container. These techniques are: sgraffito, stenciling or drawing, slip trailing, carving, texturing, and adding on. (Hold up tile when naming each. Pass them around the group)  Before we get into the nit and grit of the slab containers I'm going to show you a couple of contemporary artists who specifically for work and making slab containers or slab jars as living. The first artist is Sasha Bakaric. She specializes in making geometric forms and decorates using inspiration from science. Specifically her interest in microorganisms and how they exist in a 2-D and 3-D plane. As you can see she has drawn images of microorganisms and then even the tops of her jars represent the micro organisms as well here's a close-up of one of her pieces you can see that the design goes around all edges. She has uses a little bit of color and some texture on the finial. A finial is an ornament at the top, end, or corner of an object.  The next artist is Daniel Oliver. This gentleman lives off his artwork. He makes potbelly jars as well as urns. This is an image of his potbelly jars. As you can see, they have a lot of rounded volume to create a more interesting form, as well as unique finials and feet on them. This other image is one of his urns. Since he is a professional he commissions these and this one here is worth about $1600 so one thousand 600 dollars. He uses unique finials and feet as well as 2D decorations with glaze.  Now we're going to talk a little bit about what you guys are going to be making so on this ideation sheet, which I will pass out in a minute, has prompts for you to figure out what kind of design you want to make. The main thing you need to think about is what you would like to put in your container. What will it contain, so to speak. It should be something important to you, your “treasures”. What your little treasure is up to you. Your little treasures could be a collection you have, maybe some jewelry that you need to put somewhere, or anything. It could even be light, or hopeful wishes, or a sacred space. it's up to you.  These next few it images will look at how these artists have made slab containers and unique ways using constructive and decorative techniques. For instance, this Clay slab container is using a unique way to attach a lid on to the container because it has that little Divot there it makes it to where only that spot fits when you're closing it.  This container is in a similar way because it has those angles, so it closes in a specific way. Also, the artist used a bright red on the inside to draw your attention the pieces when its open, but when it is closed it has an interesting pattern on the outside that could've been used made using stencils or painting glaze.  Here are some other examples of what you can do with slab containers if you wanted something that was a straight box this is what you can do you can add things on such as the bow design in the on the left and the lizard finial on the right you can use two different color glazes to accentuate the idea of your container. Or like the image on the right you could draw out with very fine details using a technique such as sgraffito.  Here are two more examples the one on the left is more of a C motive using carved in lines represent ocean or sand and additive features including the sea turtles on the right which have been slipped and scored on there as well as the oyster feature on the top as the finial the image on the right has the additive flower finial unique carving for the lid texture and carved in flowers  Here are a few more box figures, like the steam punk one on the left with lots of added features and the one on the right with the elevation of feet sprinkles and donuts.  Something to keep in mind is your piece does not have to be a cube. It does not have to have a lid. And it doesn't have to contain an actual item. As you can see, these are more of containers of light. They’ve got some rectangular ones on the left to using like a lattice type style, cut out so then you can see light through it. It looks to me as if the bottom of this form acts like an upside-down lid so you would place a candle on the little tray on the bottom and then place the overall rectangular form on top in order to create a containment. the ones on the right does she do not have lids are basically candleholders that you would place a candle on the inside there's a more decorative carving to it as you see the one on the far right is rounded see you could make a round container if you want I also enjoyed the handle that it has as well  Know if you're up for the challenge I'm going to push you to try to make something that is not a rectangle or a square if you want to try something with multiple flat sides such as the image on the left here then I highly encourage you to make something like a 10-sided die, like a dice container to hold a bunch a little dice. You could make more of rounded log shape with a top that just pops off if you want I really enjoy the way the feats it and it's kind of curved on all rounds to make something like this piece to where it's more volume plus with a similar finial can also noticed that the finials attached a very small lid sits, like a pocket in the top instead of the whole top coming off.  You could go with more fun cartoony type style and make something to directly represent something else such as the cheese container if you're up to it, you can figure out how to make multiple compartments or even secret compartments  All right so now that we've looked at just a few of the options you can kind of make as a slab container when you guys to take those ideation sheets and start working on your bulb sites. You need to find at least three images of inspiration, answer the prompt on the ideation sheet for what you want to make, and post 3 sketches of your plan. Just so you all know your bulb accounts must be updated with e by the end of class is on Thursday, because I will be checking them Thursday night and grading them.  Attention class, for the second question on your bulb planning response "what decorative techniques interest you the most?"  I highly encourage you to research some cool deigns that can be done with those online and posting any interesting images to your site as well.  Hand out bulb prompt and project parameters.  Allow students to return to desk and work on their bulb research. They must find at least 3 photos of inspiration. Also, type out the item that will be contained, why it needs a specific container (if it does) and how you plan to honor that with your design. Keep in mind the requirements for decoration  If you have any questions, see me. I’ll be circling around the room  5th period put up stools | | **Learning** - Students will... i.e.: explore ideation by making connections,  comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be **specific** about what will be the **intended result** of the instruction as it relates to learning.) **UNDERSTAND**  Students will write the information presented to them  Students will explore ideation by putting together images, synthesizing possibilities for each pottery technique, and explain the plan for the project on bulb | | | **Time**  **30 minutes**  **15 minutes**  **30 Minutes** |
| Day 2  THURS  2/2 | Students trickle into the classroom  Attendance is taken  Hand building group, I’m going to give you about 10-15 minutes to finish up your bulb site and sketches.  Students meet up at the white table. Demo slab building:  Mitre edges  Slip and score  Hard slab  Slip trailing  Sgraffito  Stenciling  Bulb posts due today reminder  5th period, put up stools | Students will plan their designs  Students will visualize that there are different methods for creating things with clay | | **10-15 minutes** |
| Day 3  MON  2/6 | Students trickle into the classroom, attendance is taken  **Revisit with about BULB EXPECTATIONS:**  All pottery pages should be organized within the POTTERY COLLECTION  Cover photo for EVERY PAGE  Photos of your piece at EVERY STAGE (leatherhard, bisque, glaze)  Planning for EVERY PROJECT (this will look different for different projects)  - For SLAB CONTAINER: 3 images of inspiration with 1-2 sentences describing why you liked them, paragraph of planned project and 3 sketches to support it  HAND OUT RUBRIC!  WORK DAY!  Clean up Duties:  Wedging table and desks need to be SPOTLESS |  | | **5 minutes**  **5 minutes**  **5-8 minutes each**  **10 minutes** |
| Day 4  TUES  2/7 | Students trickle into the classroom, attendance is taken  Work day  MEET ONE ON ONE WITH STUDENTS:  Clean up Duties:  Wedging table and desks need to be SPOTLESS | Students will explain their planning process by discussing their research and sketches, and developing a reasonable goal. | | **5 minutes**  **5-8 minutes each**  **10 minutes** |
| Day 5  THURS  2/9 | Students trickle into the classroom, attendance is taken  Have handbuilding group meet up at the front of the classroom. Check in:  Where is everyone at (completely done, almost done, not even close)  Learning target reminder  WORK DAY  Clean up Duties:  Wedging table and desks need to be SPOTLESS |  | | **5 minutes**  **5 minutes**  **70 minutes**  **10 minutes** |
| Day 6  TUES  2/14 | LAST DAY TO WORK ON SLAB CONTAINERS  Students trickle into the classroom, attendance is taken  (COIL VASES INTRO/DEMO)  WORK DAY (start new project OR finish slab containers)  Clean up Duties:  Wedging table and desks need to be SPOTLESS |  | | **5 minutes**  **10-15 minutes**  **60 minutes**  **10 minutes** |
| Day 7  MON 2/27 | CRITIQUE DAY!  Students trickle into the classroom, attendance is taken  Instruct students to retrieve their slab containers from their kiln shelves. If their pieces are NOT on their shelves, check the “no name” cart.  Once they’ve all gotten their pieces and returned to their desk, they will visit bulbapp.com/klemmon (search for Karen Lemmon on bulb) to get the reflection questions from the Slab container page (project on tv screen). They will then respond to those questions on their own bulb account. Also, take a photograph of the final piece (in the photography station) and post that onto your bulb account. Update any of the other requirements on the Slab container section of the bulb check sheet. These will be graded tonight, so make sure it is up to date and PUBLISHED.  After you have finished your bulb site, you will grade yourself. They will use the rubric they were handed at the beginning (if they lost it, give them an extra copy). They will rate themselves on each of the columns.  After you have finished grading yourself, you will turn in your rubric to me, and place your final piece on the white table. This indicates to me that you are finished on the self-reflection and are ready to move on.  As people are putting their pieces on the table, invite students to come up and observe their peer’s work.  Once everyone has placed their piece on the table, we will start the peer reflection. The point of a peer reflection is to get a 2nd point of view. To share knowledge. Some of your peers may have figured out something from working with their piece that may be helpful information for yours. Also, you’ll be able to know what others like about your piece. This is your opportunity to praise your peer’s awesome artwork and provide helpful suggestions for them to improve.  Everyone is to critique 2 different pieces. One of them, you will pick a name from me on one of the popsicle sticks. This is to make sure that everyone gets some feedback. Once you have finished the first one, you may pick another container to critique. Try to pick a different kind of container. Do not pick someone who sat near you. For each one you will fill out a half sheet critique form. Make sure your name is listed at the top right corner. Once I have gotten them all, I will grade them as your participation (5 points each), then I will cut your name off and return the feedback to your peers tomorrow.  1 thing you admire about their construction (form, connection of edges, etc.)  1 thing you admire about their decorative features (texture, additive, glaze, etc.)  1 suggestion for improvement (imagine the creator had a could make this again, what advice would you give them? This is MERELY a suggestion, based on your experience working with clay or artistic experience. As the artist, you must not take the suggestion as a YOU MUST DO THIS TO MAKE IT GOOD, but rather as a different view point. Like I said, it’s only a suggestion, so you don’t have to even listen to it. As a human being, it is important to take constructive criticism and decide for yourself if its valuable for you or not. One of the greatest things about making art is knowing that YOU and only you can decide to take other’s suggestions or not, it’s YOUR ARTWORK.)  Once you’ve finished both of your critiques, turn in your form to me. If you would like to do another one while we have time, you will get extra credit. Once you have finished reviewing your peers, you may return to your seat.  Class I have an amazing opportunity for you. Near the end of the semester I will be hosting an exhibition of learning, where I will display documentation of all your hard work in the art classroom and present your completed containers. The gallery will be hosted in the visual arts building on CSU campus on May 9th. Then, your artwork will be transferred to the Curfman gallery for an exhibition over the summer, displaying your unique work and your learning. This is an amazing opportunity for you all, and it’ll be something you can put on your resume! Now of course, I want to display all of your work, since you all did so well. However, I’m not going to force you, so if it scares you that your work will be on display, then you can talk to me after class about a different solution. Or, if you were planning to give your container away, we can see about arranging something different for you. I urge you all to participate, and would love to provide you all this incredible honor.  Alright, you guys have now turned in your slab containers! I will grade them and your bulb pages this evening. I will hand back your containers, a rubric with your final grade, and your peer’s feedback.  When the bell rings, students are dismissed |  | | **3 minutes**  **15-20 minutes**  **5-10 minutes**  **10-15 minutes**  **5 minutes** |

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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.) |
| **SELF REFLECTION**  **Students will answer the following questions on their Slab Container Bulb Page:**  How does your container suit its function? Justify the decisions you made when constructing and decorating your piece.  What difficulties did you encounter while making your container? How did you solve/overcome these?  What surprised you about working with slabs of clay? If it was expected, what prior knowledge or experience did you apply to this projects to make it easier?  If you had the option to do this project again, what would you do differently?  Did you like the glaze color you selected? Why/why not?  What tips would you give to your peers about building with clay slabs?  What did you learn from this project that can help you in other projects as we continue making art in pottery?  Take your rubric and grade yourself. What grade do you think your final piece deserves? You will be handing your rubric in.  **PEER REFLECTION**  Everyone is to pick at least 2 containers to critique. Try to pick 2 different kinds of containers. Then you will take a post it note and write:  1 thing you admire about their construction (form, connection of edges, etc.)  1 thing you admire about their decorative features (texture, additive, glaze, etc.)  1 suggestion for improvement (prior knowledge) |

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| **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 the student post 3 images to their bulb page in order to plan for their piece?  Did the student a design a slab container form that reflects its function?  Did the student create a slab container that implements the proper attaching techniques and 2 decorative techniques?  Did the student explain their process, by responding to the reflection questions on bulb?  Did the student critique their peer’s work by writing anonymous feedback on a sticky note? | Slab Container Rubric |