

Birds of America

Grade Level: 6th Grade			
Lessons			
<ol style="list-style-type: none"> 1. Drawing & Design Birds using Shapes 2. Sculpt Birds using Shapes 3. Sculpt an Environment for Bird 			
Central focus of the Unit/Big Ideas			
<ul style="list-style-type: none"> • Take from standards you list 			
New York State Learning Standards for the Arts:			
Creating	Presenting	Responding	Connecting
VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	VA:Pr5.1.6a Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	VA:Re7.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value.	VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses

Lesson # 1			
Unit Title:			
Lesson Plan #	Grade	Time Allotted	# of days
1/3	6th	45 min	five
Essential Questions:			
<ol style="list-style-type: none"> 1. What obstacles do artists have when creating 3D works of art compared to 2D art? 2. How is form expressed in 3D art compared to 2D art? 			
Lesson Objectives:			
Prior knowledge of pinch pot and slab making.			
Assessments:			

Pre-Assessment: Based on a previous lesson dealing with collaging with shapes. Students will draw birds of america using shapes to figure out how to build their form in 3D.

Summative Assessment: Students will assess how their drawn design of shapes help them create their birds out of clay.

Overview

Day 1: Design a Bird using Shapes
Day 2: Create the main Shapes in Clay
Day 3: Attach & Refine the features
Day 4: Create an Environment for Bird

Materials (Artists/Visual Text/Technology/Resources):

Clay, clay carving tools, wood board, masking tape, plastic bags, spray bottle

Academic Vocabulary:

Pinch pot, clay, air bubbles, wet clay, dry clay, baked clay

Student Support and Differentiation:

- Visual aids, videos, and demonstrations
- Handouts to enhance understandings on lessons
- Tiered Lessons
- One-on-One feedback and rubrics.

NYS Visual Arts Standards:

Creating	Presenting	Responding	Connecting
VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.		VA:Re7.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value.	VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses

Student Samples

Drawing, working progress, final work



Teaching Procedure - Day 1 : Design a Bird using Shapes

Time Allotment 55 mins	Students will design birds from North America. They will look up a bird they like and study it. They will design the bird by breaking down the body of the bird into geometric shapes. These will be drawing guides for them to help build a bird out of clay.
10 minutes	A. Motivation/Spark/Launch Students will be shown different birds they can choose from and the wide range of birds in America. They will look at the work of Charlie Harper to see how they can break down the bird's body into geometric shapes. What do you know about..... *Key Questions: <ol style="list-style-type: none">1. How many kinds of birds are there in America?2. What geometric shape would be helpful to design birds with?3. Why do artists design with geometric shapes?
40 minutes	B. Presentation of Lesson Objectives The teacher will present a slideshow of different birds in America. She will demonstrate how to look at a realistic photo of a bird and break their body down to basic geometric shapes and how they will help create the bird form. C. Transition and Work Period (practice and application) After the demonstration students will get the supplies they need and start creating the basic shapes of their bird figure.
5 minutes	D. Closure Clean-up Key Questions: <ol style="list-style-type: none">1. What bird did you choose?2. What shapes help you recreate the bird forms?3. What did you learn about the bird that was fascinating?

Teaching Procedure - Day 2: Create the main Shapes in Clay	
Time Allotment 55 mins	Students will create birds out of clay. They will look at the geometric drawing they did and see what shapes they need to make in order to create the form of the birds out of clay.
10 minutes	<p>A. Motivation/Spark/Launch Teacher will show a powerpoint on the bases of clay. Teacher will demonstrate how she can use your geometric drawing of her favorite bird to get the basics of the bird's form.</p> <p>What do you know about..... *Key Questions:</p> <ol style="list-style-type: none"> 1. Why do builders find simplifying forms into basic shapes helpful? 2. What is the design thinking process? 3. What do you know about the properties of clay?
40 minutes	<p>B. Presentation of Lesson Objectives The teacher will present a slideshow of different phases clay goes through. She will demonstrate how to use her drawing to create the geometric shape of her bird figure. Teacher will demonstrate how clay tools can help.</p> <p>C. Transition and Work Period (practice and application) After the demonstration students will get the supplies they need and choose from a variety of references of birds in North America and design a geometric form of their favorite bird.</p>
5 minutes	<p>D. Closure Clean-up Key Questions:</p> <ol style="list-style-type: none"> 1. Did they find the geometric shapes they chose to create their bird helpful? 2. How was it working with the clay? 3. What do they plan to work on next time?

Teaching Procedure - Day 3: Attach & Refine the features

Time Allotment 55 mins	Students will refine their bird features. They will look at detailed references of birds and try to recreate the refined details onto their clay figures.
10 minutes	A. Motivation/Spark/Launch Teacher will show a powerpoint birds and talk about in detail their features. Teacher will demonstrate how to smooth the shapes into a smooth body form to look more organic. She will show how to use clay tools to add refined features onto her bird figure. What do you know about..... *Key Questions: <ol style="list-style-type: none">1. How do we change a geometric clay figure into an organic one?2. How can we use tools to help create detailed textures on our clay birds?
40 minutes	B. Presentation of Lesson Objectives The teacher will present a slideshow of different phases clay goes through. She will demonstrate how to smooth geometric birds into smooth organic birds. Teacher will demonstrate how clay tools can help. C. Transition and Work Period (practice and application) After the demonstration students will get the supplies they need and choose from a variety of references of birds in North America continue working on changing their geometric bird into an organic one and including detailed features.
5 minutes	D. Closure Clean-up <ol style="list-style-type: none">1. Did they find the geometric shapes they chose to create their bird helpful?2. How was it working with the clay this time?3. What do they plan to work on next time?

Teaching Procedure - Day 4: Create an Environment for Bird	
Time Allotment 55 mins	Students will create a nest for their bird. Students will look into what kind of nest their bird lives in and form an environment around their bird figure.
10 minutes	<p>A. Motivation/Spark/Launch Teacher will show powerpoint nests and their environment. Teacher will demonstrate how to create an environment around her bird figure.</p> <p>What do you know about..... *Key Questions:</p> <ol style="list-style-type: none"> 1. What do you know about bird's nests? 2. What kind of environment does your bird live in? 3. Knowing more about clay, how would you begin with creating a nest for your bird?
40 minutes	<p>B. Presentation of Lesson Objectives The teacher will present a slideshow of different phases clay goes through. She uses geometric shapes to create a nest for her bird figure.. Teacher will demonstrate how clay tools can help.</p> <p>C. Transition and Work Period (practice and application) After the demonstration students will get the supplies they need and choose from a variety of references of birds in North America and start designing an environment for their bird.</p>
5 minutes	<p>D. Closure Clean-up *Key Questions: (Writing Reflection)</p> <ol style="list-style-type: none"> 1. How would you self-evaluate your work? 2. What did you think about the design thinking process? 3. How do you understand shapes and forms? 4. What did you think about working with clay?