

Primary Subject Area and Grade Level: 11th/12th Grade Pottery (Unit: Clay Slabs)
Interdisciplinary Connections: Art History, Writing (1a: Demonstrating Knowledge of Content and Pedagogy)
Lesson Duration: Two 50 minute classes (1e: Designing Coherent Instruction)
Relevance/Rationale: Learning about the origins of writing Understanding how to create and carve into a slab of clay (1b: Demonstrating Knowledge of Students)
Outcomes/Objectives: To understand how to create a slab of clay that is a specific thickness and size using canvas and pressure. To understand the origins of written language To clearly and neatly write your name using cuneiform from mesopotamia To understand technical manipulation of the medium of clay to realize a desired likeness. (1c: Setting Instructional Outcomes)
Content Standards: New York State Learning Standards in the Arts (Attached) Commencement-General Education & Commencement-Major Sequence Performance Indicators. <ul style="list-style-type: none"> ● (1) Creating, Performing and Participating in the Arts. <ul style="list-style-type: none"> ○ General Education Performance Indicators <ul style="list-style-type: none"> ▪ (a) (c) (d) ○ Major-Sequence Performance Indicators <ul style="list-style-type: none"> ▪ (a) ● (2) Knowing and Using Arts Materials and Resources <ul style="list-style-type: none"> ○ General Education Performance Indicators <ul style="list-style-type: none"> ▪ (a) (b) (c) ○ Major-Sequence Performance Indicators <ul style="list-style-type: none"> ▪ (a) (b) ● (3) Responding to and analyzing works of art. <ul style="list-style-type: none"> ○ General Education Performance Indicators <ul style="list-style-type: none"> ▪ (a) (b) (c) ● (4) Understanding the Cultural Dimensions and Contributions of the Arts <ul style="list-style-type: none"> ○ General Education Performance Indicators <ul style="list-style-type: none"> ▪ (a) (c) ○ Major-Sequence Performance Indicators <ul style="list-style-type: none"> ▪ (a) (b) (1c: Setting Instructional Outcomes)
Use of Formative Assessment to Inform Planning: Some students will have knowledge of ancient mesopotamia and cuneiform due to a similar written project I had some of them create last year. Pressing shapes in a clay slab to represent cuneiform in a clear and neat way will challenge students Centering and having a large enough clay tablet/slab to fit the name in cuneiform will also challenge some students. (1f: Designing Student Assessments)
Class Information:

Support staff is encouraged to participate in helping students through verbal encouragement.

Technologies and Other Materials /Resources:

Cartoon video describing the development and history of cuneiform.

Sample of an ancient cuneiform tablet accounting for barley distribution.

(1d: Demonstrating Knowledge of Resources)

Grouping Strategy:

Students will be grouped standing around two large work tables to facilitate interaction and inspiration while creating.

(1e: Designing Coherent Instruction)

Academic Vocabulary:

Slab, Mesopotamia, Sumerian, Cuneiform

(1a: Knowledge of Content and Pedagogy; 1b: Knowledge of Students)

Lesson Procedures:

- Students will enter room and get their art packet with the Do Now on top.
- Attendance will be taken when the late bell rings as students begin writing their names on their art packets.
- Play Video
- Review Do Now video questions as a class.
- Display cuneiform alphabet
- Teacher demonstrates process of creating the clay tablet and writing in cuneiform using provided carving tools.
- Work with students individually.
 - Check to make sure students have enough space to create.
 - Help with technique and positive reinforcement.
- Clean up and group reflection
 - Students will be asked to place all cuneiform tablets on the drying rack in the back of the room.
 - Question for the class:
 - What technical struggles did you have creating your clay tablet with your name written in cuneiform?
 - Writing needed to change because it was so laborious. How is writing changing today?

(1a: Demonstrating Knowledge of Content and Pedagogy; 1e: Designing Coherent Instruction)

Differentiation:

Students who have special needs will be supplied with methods to create the project based on their individual need. For example if a student has a language barrier, I will sit them next to a student who can help with translating the project. If a student has an IEP that indicating they would be more successful if given more time to complete projects, I will provide them with extended time for project completion.

(1e: Designing Coherent Instruction)

Assessment Criteria for Success:

- 25% (Participation/Class Work)
 - Do Now
 - Using time wisely
 - Contributing to class discussion
- 75% (Project Completion)
 - As listed on the requirements sheet.
 - According to rubric sheet

Rubric and requirements sheet will be distributed at the beginning of the project to facilitate clarity and precision of lesson execution. (Attached)

As student get closer to completion I will reference the rubric and requirements sheet to insure students have a clear opportunity to earn the grade they deserve.

(1f: Designing Student Assessments)

Anticipated Difficulties:

- Neatness and clarity of complex cuneiform shapes.
 - Emphasize to make a large enough tablet to allow for clarity.
- Hands and desks will get dirty
 - assign monitor to look over desks for cleanliness
 - me sure there is enough supplies for cleaning.

(1a: Demonstrating Knowledge of Content and Pedagogy)

Reflections:

Was I successful with project outcomes?

What parts of this project did students enjoy the most? Why?

What specific elements of the lesson can I add or take away to increase learning?

(4a: Reflecting on Teaching)