

Learning Activity Template

Title: Clay Rattle Construction Unit

Curriculum: Art – Basic Design I

Grade-Level Span: 9 - 12

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PURPOSE: Students are to go through the research, idea development processes and work in 3 dimensions to learn about a variety of hand building techniques to create a hollow form that makes sound.

DESCRIPTION: Students will design and create a coordinating set of clay rattles. Students will use a variety of resources including books, magazines, brainstorming, the teacher, teacher resources, research, internet, slides and introspection to develop a personal theme. Upon completion, students will present their personal themes and assess their art process.

ACTIVITIES	Curriculum Standards	Minnesota Technology Standards	ISTE-NETS	Information Literacy Standard	Big 6
1. Students will research the answers to questions about clay building techniques, the history and use of rattles and look at resources to brainstorm themes for their rattles.				2	1, 2, 3
2. Students will share their research information with the class and apply research to their project themes. Three sets of drawings will be communicated with the teacher and will include anticipated building techniques				4b, 4c,	1, 4, 5
3. Demonstrations of 3 construction methods will be given. Students will collaborate with the teacher to evaluate their anticipated hand-building techniques and sketches.					5, 6
4. Students will begin building their rattles based					4, 5

on their sketches and research.					
5. Upon completion of the project, students will present their rattles to the class and do a self-critique that includes an explanation of their process, techniques used, successes and challenges.					6

TOOLS AND RESOURCES:

(List all Web sites, specific software and hardware, and other needs.)

Internet, classroom picture files, books, magazines, encyclopedia, slides, teacher visuals, research questions

ASSESSMENT:

(How will you assess the students' learning? If you have a rubric, record it here. Be as specific as possible.)

Sketches, answers to research questions and presentation will be checked for completion and clarity. Final projects will be evaluated on craftsmanship, quality, originality and ability to follow through with personal design concept. Students will complete a self evaluation of their work that is a reflection of their process and outcome.

CREDITS (INCLUDING CONTACT INFORMATION):

(Record the names and e-mail addresses, if possible, of those who contributed to the development of this learning activity.)

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COMMENTS:

(Have you taught this learning activity before? What are the great ah ha's/experiences you had?)

I have not taught this lesson with the research portion added in. In the past I have relied heavily on personal slides, past student work and have left out the history and background information. The additional information will make the project more historically relevant and meaningful.