

Name of Lesson : _____ Enameling Pendant _____

MoPTA Lesson Plan Format (revised by KCAI)

Name of Teacher Candidate : _____ Katie (KATE) Earl _____

<p>Rationale :</p>	
<p>Learning how to enamel is a creative way to add color, depth, and texture to students' jewelry expression.</p>	<p><i>(2-3 sentences about why this topic is important and relevant to age group)</i></p>
<p>Learning Objectives :</p> <p>Students will be able to create new elements to a personal way of working with jewelry. Students will be able to have a copper enamel piece that is functional, self-expressive and conversational. Students will demonstrate understanding of native American designs through discussion. Students will demonstrate that they understand the safety of enameling process. Students will design a functional enamel piece inspired by a Native American Design. Students will use techniques, and processes of enamel in their design. Students will Use their knowledge of previous jewelry techniques and processes. Students will use/be Reflecting upon and assessing the characteristics and merits of their work and the work of others. Students will exhibit their final work by placing the enamel piece in the hallway case. Students will complete a self-assessment worksheet. Students will write an Artist Statement about their enamel piece Teacher will introduce to the class about the enamel project. Teacher will introduce enamel project is based around the "Plaines Indians Exhibit" At Nelson Atkins. Teacher will to into discussion about 2 art works from the Nelson Atkins. Teacher will Show "teacher made" examples of enameling. Students will use at least 3 colors. Students will use a symbol or geometric shapes to relate to Native American design.</p>	<p><i>List the lesson's objectives and learning outcomes appropriate for meeting curricular and student needs.</i></p> <p><i>Include objectives for :</i></p> <ul style="list-style-type: none"> • <i>studying artists, art/understanding art</i> • <i>integrating technology</i> • <i>creating/ expressing</i> • <i>evaluating art works</i> • <i>exhibiting art works</i>
<p>Standards/Quality Indicators/Skills</p>	
<p>National Core Art Standards VA:Cr1.1.IIIa VA:Cr1.2.IIIa VA:Cr2.2.IIIa VA:Cr2.3.IIIa VA:Cr3.1.Ia VA:Cr3.1.IIIa VA:Re7.1.IIa VA:Re7.1.IIIa VA:Re7.2.IIa VA:Re7.2.IIIa VA:Re8.1.Ia VA:Re9.1.IIIa VA:Cn11.1.Ia VA:Cn10.1.IIIa</p> <p>Missouri 1A. level HS 4 (PP) 2A. level HS 4 (PP) 3A. level HS 3 & 4 (PP) 3B. level HS 1,2,3,4 (PP) 3C. level HS 4 (PP) / 1A Level HS 4 (EP) 1B Level HS 1,2,3,4 (EP) 1C Level HS 2,3,4 (EP) 1E Level HS 1,2,4 (EP) 1F Level HS 2,3,4 (EP) 1G Level HS 4 (EP) / 2A Level HS 2,3,4 (EP) 2B Level HS 2,3,4 (EP) 2C Level HS 3,4 (EP) 2D Level HS 2,3,4 (EP) 2E Level HS 1, 2,3,4 (EP) / 1A Level HS 3 (AP) 1A Level HS 2 (AP) / 1A Level HS 2 (HC) 1B Level HS 1,2,3,4 (HC)</p>	<p><i>Identify the Missouri and national [art core] standards, quality indicators, and skills addressed for each objective.</i></p>
<p>Visuals:</p>	
<p>(see end of packet) Nelson Atkins- 2003.6.1 American Indian Art <i>Ketoh (Bow Guard)</i>, ca. 1935 Nelson Atkins- 68- 5/12 American Indian Leekya Deyuse, North American Indian, 1889-1966<i>Fetish Necklace</i>, ca. 1935 (for book examples: Authentic Indian Design, Maria Naylor)</p>	<p><i>List at least 2 visuals that are relevant and appropriate to the lesson objectives.</i></p>

Lesson Structure and Daily Procedures

Engagement/Opening /Introduction

- A. Teacher will introduce to the class about the enamel project.
- B. Teacher will introduce enamel project is based around the "Plaines Indians Exhibit" At Nelson Atkins.
- C. Teacher will lead discussion about 2 art works from the Nelson Atkins.
- D. Students will demonstrate understanding of native American designs through discussion.
- E. Students will use/be Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- G. Teacher will show Teacher made examples of enameling.

TEACHER QUESTIONS:

- "Does anyone know what enameling is?"
- "Does anyone know anything about Native Americans? Please feel free to share."
- "What do Native Americans use in their designs?"
- "What are symbols? What Symbols do Native Americans use?"
- "What do you like/dislike about them?"
- "What do you see in this two pieces of artworks?"
- "What material do you think was used?"
- "Would you wear this? Why/why not?"
- "Do you think it is functional or for decoration?"

Demonstration / Lecture

- A. Show them the examples I have done, as well as Mrs. Simchuk's examples to give them an idea of what they will be doing.
- B. give them a GoogleClassroom PDF of Design examples
- C. Demonstration will be show throughout step by step directions

Procedures / Students at Work

1. Select either a 1.4 X 1.4 cooper square, or 1.4 X 1.5 cooper rectangle.
2. Punch and Hammer were they are going to be placing the hole to drill.
3. Drill their hole (or holes) ((make them wear safety goggles)).
4. Trace their piece of cooper on a sheet of copy paper at least 6 times for them to sketch (include drilled holes) –show the PDF of examples, and paragraph about The Plain Indians.
5. Teacher will approve at least 1 design.
6. After approval students will grab a piece of tracing paper and as many times as needed divide each color and shape into its own section to show a step by step application of enamel (number them and write which color on by the steps).
7. Clean cooper with a scrubby in the sink and baking soda (careful try not to get fingerprints on cooper after cleaned).
8. Cut out each step from tracing paper with an exacto knife/blade (CLEAN BLADE!! Tracing paper is very fragile!) –after you draw your steps out for layering.
9. For first application of enamel, take a foam cup and a tray to the station with enamel powder

Consider the Studio Thinking and Choice-Based Education Models here in your strategies for engaging students.

Link your procedures to your objectives

(dangerous to breathe in so be careful) take a little bit of enamel into the foam cup and with your tray go back to your seat to then apply enamel.

10. Take your tray back to your seat. You may want to grab a trivet, teasers, sifter, and brush as well if you haven't already.

10. To apply enamel: place copy paper on to tray place, cooper piece on the copy paper, (you may need an anchor to for your tracing paper) place your tracing design step #1 and carefully pour enamel from foam cup into sifter, and sift your first color onto cooper piece.

11. ONCE your happy with your first application, and have successfully taken off your tracing paper, place your cooper piece on to trivet.

12. Take trivet-ed piece to the Kiln (which should be set between 1450F-1500F).

13. Carefully with gloves and tongs, place trivet-ed piece on to heating rack in kiln, close door quickly quickly! And set the timer too 2 and 1/2 mins.

14. Once alarm is done take out piece using gloves and tongs.

15. Take it to a cooling rack, and wait for it to cool for 5-8 mins (after its cool depending on the thickest of color you may have to repeat your step/color).

16. When you are happy with that part of the design, go to your next color are repeat steps 10-19.

17. To save your enameling, take your copy paper with the enamel on it, and funnel it back into your foam cup.

18. Take the foam cup back to the enamel station, and place the left overs back into the right container.

19. Then get your next color.

20. Once students are finished, write the artist statement based on the project.

22. Students will complete self-assessment form.

21. Students will display work in the hallway case.

In progress Assessment

During critique teacher will be asking questions; "What was the least/most successful part about your piece?" "What elements of Native American design did you use, and why/why not?"

During work time teacher will be asking questions while circulating classroom; "How is everyone doing on this project?" "Is anyone lost?" "What are ways you can add/subtract from your design?"

Clean up

Students will have 10 min warning for clean up.

Students will have everything will be put away properly.

Students' works will be placed in a safe place until next class.

Once finished, students will hand their work in to be displayed.

Review and Closure

I will be asking them questions about earlier critique, as well as the step by step process of enameling "Is their a process that is harder for you, than others?" "What did you enjoy the most in this project so far why/why not?"

<p>Final assessment (if applicable) Artist Statement on finished enamel piece. Completed self-assessment worksheet.</p>	
<p>Resources and Supplies :</p>	
<p>Books (Stephaine Zing, Article March 2012) Native American Photography collection of the Smithsonian Authentic Indian Design, Maria Naylor</p> <p>Web (URL and title) http://www.nelson-atkins.org</p> <p>Supplies / Equipment metal cleaner, copy and tracing paper, pencils, enameling sifter, brush, 3-point trivet, firing grid, firing racks and supports, cooling rack, metal tongs, enameling kiln, enameling powder, goggles, gloves, HEPA face mask, teasers, drills for holes, hammer, puncher for hole, 1.4 X 1.4 cooper square, 1.4 X 1.5 cooper rectangle, tray, exacto-blade, foam cup</p>	<p><i>List all resources (book, web, art supplies, etc.) used in the planning of and during the instruction of the lesson(s). Be specific !!</i></p>
<p>Technology :</p>	
<p>Projector Google Classroom</p>	<p><i>List all Instructional and/or assistive technology incorporated into the lesson(s) to enhance instruction and student learning,</i></p>
<p>Assessments :</p>	
<p>In progress assessments: Artist Statement attached with self assessment</p> <p>exhibit : “showing tell” / critique</p>	<p><i>List Assessment(s) used before, during, and/or after the lesson. Attach 1 tool you can use with students that you have created for this lesson/unit.</i></p>
<p>Differentiation/Accommodations/Modifications/Increase in Rigor :</p>	
<p>(If Special Ed. Students were allowed to take jewelry)</p> <p>If there are students with physical disabilities there will be a table ready for a wheelchair accommodations. (Maybe closer to the door)</p> <p>If there are students with hearing disabilities they will be placed closer to the teachers desk, for easier hearing, along with being given a document with a step by step basic instructions, and basic tool functions.</p>	<p>Identify how you will modify content, materials and/or environment to meet the needs of diverse learners.</p>

<p>If there are students with sight disabilities they may be placed closer to the projector / board or farther way, depending on the sight distance.</p> <p>Copies of the directions in written form (or on the board as we go along with each step).</p> <p>Copies of pictured- form directions will be available during demos (if needed to be repeated happy to do so hands-on).</p> <p>Goggles are available for students.</p> <p>face masks available for students with sensitive respiratory systems.</p>	
<p>Classroom Management :</p> <p>Teacher will go around the classroom reminding students about their time use, and to make sure they are using their time wisely.</p> <p>Teacher will remind students what step they should be on in their bottle project.</p> <p>Teacher will be circulating through out classroom.</p> <p>Teacher will separate students if they are given multiple warnings about their social time vs. work time.</p>	<p><i>Identify strategies you will use to help keep students on task and actively engaged AND to redirect inappropriate behavior.</i></p> <p><i>Consider the materials you will be using, and how they might be organized.</i></p>
<p>Extensions :</p> <p><i>Students will create a series of different pendants that relate to each other, and it will be explained in their artist statement why they chose these designs, and how they make a series.</i></p>	<p><i>Identify activities for early finishers that extend students' understanding of and thinking about the learning objectives by applying their new knowledge in a different way.</i></p> <p><i>See CHOICE BASED EDUCATION text PART II for examples</i></p>
<p>Reflection (150 words) :</p> <p>First in the lesson I would open the discussion to what Enameling is and then emphasize on the discussion on the Native American Design and what it is on a larger scale. When we talked about it, we did it quickly. I also would like them to do a private critique on the works we went over.</p> <p>I would then quickly go over the step-by-step guides (verbally) on the demos is they wouldn't try to get ahead of me. After I would go over the demo and then place the steps on the board so that they can see the steps, and determine on there own what step they are going to be on next. After I have re-done the assessment, so that they can write their artist statements and thoughts about each category and state what they think about the project.</p>	<p><i>If you were to teach this lesson again, to the same age group, how would you change the lesson ?</i></p>

2003.6.1 | American Indian Art

Silver - Jewelry - Zia



Ketoh (Bow Guard), ca. 1935

Zia

Silver, brass, copper, bone, jet, turquoise, commercial and native leather and pigment

5 1/2 x 2 3/4 x 1 5/8 inches (13.97 x 6.99 x 4.13 cm)

Purchase: acquired through the generosity of Mr. and Mrs. Henry I. Marder

Geographic Origin: United States

New Mexico

Gallery Location: 207

[IMAGE PERMISSION](#)

68-5/12 | American Indian Art

Jewelry - Zuni



Leekya Deyuse, North American Indian, 1889-1966
Fetish Necklace, ca. 1935

Coral, shell, turquoise, jet, cotton cord and leather
length: 16 inches (40.64 cm)

Gift of Mrs. David T. Beals

Geographic Origin: United States
New Mexico

Gallery Location: 207

Scoring Guide for jewelry

Name: _____

Jewelry

Please complete this Artist Statement, and rate your self-assessment 0-25 on worksheet categories, and then hand it in to your teacher for grading. (You do not have to fill out comments, unless you have something specific about your enamel project you'd like to add.)

Please provide a brief (5- 10 sentences) artists statement discussing the techniques, processes and concepts on your enamel piece. What are you trying to communicate through this work of art? What have you learned by doing this project? How does it relate to Native American Design?

Craftsmanship/ Quality of Work

This enamel piece is using at least 3 colors. This piece uses a symbol or geometric shapes to relate to Native American design. The piece is crack-free. This Piece is functional. This piece has clean edges.

___/ 25

Comments _____

Composition/Design

This enamel piece is a compositionally completed using at least 3 colors, and uses a symbol or geometric shapes to relate to Native American design.

___/ 25

Comments _____

Objectives

Used material responsibly, shows understanding of Native American Design, Artist Statement completed clearly answering all questions above.

___/ 25

Comments _____

Creativity

This enamel piece shows creativity, thoughtfulness, and originality in the approach and resolution of the criteria in my sketches, and the finished enamel piece clearly depicts the approved sketch.

___/ 25

Comments _____

Additional Comments: _____

Total points: ___/ 100

Other point deductions (missing pieces of the assignment, overdue work, etc.) _____

Final percentage grade: _____%

Final letter Grade _____