

M-DCPS Visual Arts Lesson Plan	
<b>Grade:</b> 3 <sup>rd</sup> Grade	<b>Date:</b> 1 hour
<b>Lesson:</b> Rose B Simpson- Dream Houses <b>Session 1:</b> Ceramics <b>Session 2:</b> Glaze	<b>Media:</b> Ceramic and Mixed Media Sculpture
<b>Standards:</b> <i>Florida State Standards</i> – <a href="http://www.CPALMS.org">www.CPALMS.org</a>	
<ul style="list-style-type: none"> <li>• <b>Creating (VA.3.S.3.2):</b> Use a variety of materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.</li> <li>• <b>Presenting (VA.3.F.1.1):</b> Use divergent thinking to explore various solutions to a visual art problem.</li> <li>• <b>Responding (VA.3.C.1.2):</b> Reflect on and discuss various possible meanings in works of art.</li> <li>• <b>Connecting (VA.3.H.1.2):</b> Describe the influence of personal choices and cultural experiences on the creation of art.</li> </ul>	
<b>Objectives/Student Outcomes:</b> <i>Provide a list of the anticipated outcomes of the lesson what students will know, understand, and do. Example: Students will be able to..., Students will know..., Students will understand..., Students will do...</i>	<b>Differentiated Instruction Strategies:</b> <i>How will you modify your instruction to meet the individual needs of your students?</i>
<p>Students will...</p> <ul style="list-style-type: none"> <li>• <b>Know:</b> Glazes add both color and protective finishes to ceramic pieces, unlike paint.</li> <li>• <b>Understand:</b> Color choices and finishing can add symbolic meaning to their work, reflecting tradition and innovation like Rose B. Simpson.</li> <li>• <b>Be Able To Do:</b> <ul style="list-style-type: none"> <li>○ Apply glaze properly and safely to their bisque-fired “Dream House” piece.</li> <li>○ Use colors intentionally to symbolize personal ideas or cultural inspiration.</li> <li>○ Reflect on how glaze choices connect to Simpson’s blending of heritage and imagination.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Break glazing into small, sequenced steps with visual modeling.</li> <li>• Provide extra support for brush handling as needed.</li> <li>• Use predictable cleanup routines with visual timers.</li> </ul>
<b>Materials/Supplies:</b> <i>List all materials and supplies needed to complete the lesson.</i>	<b>Visuals/Resources/Technology:</b> <i>List all visual samples, handouts, resources,</i>

	<b>and technology that will be used to enhance the lesson</b>					
<ul style="list-style-type: none"> <li>• -Bisque-fired student “Dream House” sculptures</li> <li>• (3 colors ONLY) Low-Fire ceramic glazes per class</li> <li>• Glaze brushes (varied sizes)</li> <li>• Sponges,</li> <li>• Paper towels</li> <li>• Glaze color charts</li> <li>• Visuals of Rose B. Simpson’s work (<i>Dream Houses</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Art 21: Rose B. Simpson- Dream Houses (play 1:34-4:35 minutes) and (5:45-6:30 minutes).</li> <li>- <a href="https://art21.org/watch/extended-play/rose-b-simpson-dream-house/">https://art21.org/watch/extended-play/rose-b-simpson-dream-house/</a></li> </ul>					
<b>Elements of Art and Principles of Design:</b>						
<p><b>Color</b> Contrast</p>	<p><b>Form</b></p>	<p>Line Emphasis Balance</p>	<p><b>Texture</b> Movement</p>	<p>Shape <b>Pattern</b></p>	<p><b>Space</b> Rhythm</p>	<p>Value Unity</p>
<b>Vocabulary: Essential vocabulary that should be introduced and/or reviewed.</b>						
Slip Low-Fire Clay	Greenware	Bisqueware Low-Fire Glaze	Glazeware Coat	Leather Hard Layer	Bone Dry Symbolism	Dry Kiln
<b>Introduction/Background: (Set the purpose of the lesson). Explain the relevance of the lesson and the importance of learning the concept. Introduce or review important vocabulary.</b>						
<p>Students have already built and bisque-fired their sculptures inspired by Rose B. Simpson’s <i>Dream Houses</i>. Now they will complete their artwork by applying glaze.</p> <p>Simpson uses materials and finishes that connect to both her Pueblo traditions and futuristic imagination. Students will reflect on how their color choices can honor tradition, express creativity, and transform their work into finished ceramic art.</p>						
<b>Essential Question(s): A higher order question that is directly derived from the benchmark, introduced at the beginning, discussed throughout, and answered by students at the end of the lesson to show understanding of the concepts taught.</b>				<b>Higher Order Question(s): What questions will be answered to provoke higher order thinking? What would the ideal student response be for each question?</b>		
How might an artist’s heritage influence their art?				In what ways can we combine old traditions and new ideas to create something entirely new?		

## **M-DCPS Visual Arts Lesson Plan Template**

**Procedures/Learning Activities:** *A series of tasks the student will engage in over the course of the unit. The activities are based on what students need to understand and be able to do for the performance assessment and are aligned to your standards and essential questions. Include key learning activities like art-making, question, reflection, and contextual information/research. Encourage description, analysis, and interpretation. Be prepared to highlight instructional strategies. **Example:** Re-state lesson description, warm-up/sketches, diagnostic assessment, learning activity set-up, demonstration/modeling (I do, we do, you do), creating/planning/refining, formative assessment, clean-up, presentation of work, critique/reflection, summative assessment.*

- **I Do – Teacher Modeling (10 min)**
- Show an unglazed bisque piece, a glazed-but-unfired piece, and a fully finished piece.
- Demonstrate:
  - Cleaning the bisque surface.
  - Applying 2–3 thin coats of glaze.
  - Avoiding glaze on the bottom of the piece.
- Model using symbolic colors (ex: earthy tones = heritage, metallic/bright = futuristic imagination).
- **We Do – Guided Practice (10–15 min)**
- As a class, brainstorm symbolic meanings of colors (e.g., blue = spirit, green = growth, black = strength, white = light).
- Students sketch their ceramic piece on paper and plan glaze color choices before applying.
- **You Do – Independent Practice (30–40 min)**
- Students glaze their ceramic “Dream House” sculptures according to their plans.
- Teacher circulates to support technique and encourage intentional decisions.
- Students clean brushes, palettes, and workspaces.
- **Closure / Reflection (10 min)**
- Students pair-share: *Which colors did you choose? What meaning do they have in your Dream House piece?*
- Exit Ticket: *How does glazing transform your sculpture compared to when it was just clay?*

**Sketchbook/Home Learning Assignments:** *Include any home learning or independent learning assignments that accompany this lesson.*

Exit Ticket Question: How might an artist’s heritage influence their art?

Extra Credit Question: In what ways can we combine old traditions and new ideas to create something entirely new?

**Evidence of Student Learning:**  
*Provide a list of the process documentation that you plan to acquire during the course of the lesson. These may include photograph of student engaged in learning, drafts of student work,*

**Assessment:** *“Begin with the End in Mind.” How will you know whether your students have made progress towards the objective? How and when will you assess mastery? There are three types of assessment: Diagnostic, Formative (The check for understanding mechanisms used throughout the unit to ensure each student gets the instruction needed to be successful on the summative performance assessment **Example:** reader’s*

<p><i>quotes from students, interviews of students, videos, etc.</i></p>	<p><i>notebooks, post-it jots, small group anecdotal records, discussion, drafts), Summative (The “summary of student’s achievement in relation to...learning standards.”)</i></p>
	<p><b>Observation of final project</b>  Interview with student  Group assessment (critique)  Observation of process (student working)  Portfolio</p> <p><b>a) Tracking</b>  b) Demonstrates growth</p> <p><b>c) Compiles a variety of techniques and media</b>  ci) Journals  a) Ideas for projects  b) Sketches  b) Teacher generated assignments  c) Vocabulary Test</p> <p>Unit Test  Report/  Essay  <b>Exit Slip</b></p>