

**Note:** Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed artwork, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

**Pre-Assessment:**

*This will need to be done prior to teaching your lesson.* Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

Students are familiar with using studio tools such as hammers and exacto knives with adult permission. After introducing the lesson on artist Leah Aripotch on Day 1, I will get verbal feedback from students to see if anyone has made art out of soda cans before.

**Performance:**

**What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

- After a demonstration on safety and technique, students will be able to turn recycled materials into a work of art in the form of jewelry.
- After a mini lesson and discussion on how artists use theme and craftsmanship when creating art, students will be able to reflect on what they took away from looking at an artist's body of work.

**Concepts:**

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

- Students will use **observation** skills to compare and contrast works of art.
- Students will explore the use of **shape and color** to express a theme or story.
- Students will practice a **technique** to learn how to clearly communicate a concept through personal **interpretation**.

**Enduring Understanding (s):**

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

- Artists and designers use art as a way to explore the human condition.

- Artists and designers explore manipulating a three-dimensional form as a way to communicate a concept.

**Standards: (All lessons should address all standards.)**

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

**Objectives/Outcomes/Learning Targets:**

Objectives describe a learning experience with a condition → behavior (measurable) → criterion. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: - Standard: - GLE: -Art learning: -Numeracy, Literacy, and/or Technology)

After an artist presentation and class discussion, students will be able to write a brief reflection about what inspired them in looking at the artist's work. **Blooms: Analyze; Standard: Observe; GLE- 1, Art Learning: How artists develop craft in order to more clearly communicate a concept, Literacy**

After a demonstration on how to make jewelry out of aluminum cans, students will be able to design and create their own pieces of jewelry. **Blooms: Creating; Standard: Create GLE- 2; Art Learning: Developing a concept through material explorations.**

After planning designs on paper, students will be able to implement their designs when creating the jewelry. **Blooms: Applying; Standard:Transfer; GLE- 2; Art Learning – Planning and Idea Generation**

After creating the jewelry piece, students will be able to write a reflection on the creative process using their story of an artwork handout. **Blooms: Understanding; Standard:Reflect; GLE- 1; Art Learning – Reflecting on the creative process and communicating the concept; Literacy**

<b>Differentiation:</b> Explain <u>specifically</u> how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. <b>Students must still meet the objectives.</b>		
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><b>Pair and share</b> – students who don’t want to speak in front of the entire class during the artist lesson may share with a table partner</p> <p><b>Tools</b> – students who are not comfortable using the tin shears may use shapes pre-cut out and sanded by the teacher.</p> <p><b>Choice</b> – students who do not wish to choose this pop up center may choose what projects they wish to work on.</p>	<p>Students will be able to talk about what they have observed during the artist presentation</p> <p>Students will be able to use the alcohol paint to add color, patterns and other items of visual interest to the shapes they have chosen.</p> <p>Students will be able to make a choice on what projects to work on in order to make art that is personally relevant.</p>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><b>Choice</b> – students may choose to extend this pop up center into a longer project exploration.</p>	<p>Students will be able to write the story of their artwork, which documents the process from beginning, middle and end.</p>

<b>Literacy:</b> List terms (vocabulary) specific to the topic that students will be introduced to in the lesson <b>and describe how literacy is integrated into the lesson.</b>
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Found object</li> <li>• Adornment</li> <li>• Craftsmanship</li> <li>• Anthropomorphism</li> </ul>

**Literacy Integration:**

- Artist reflection
- Artist Statement
- Story of an Artwork

**Materials:**

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- Precut squares of soda cans
- Scissors
- Work gloves
- Files
- Sandpaper
- Hand drill
- Alcohol inks
- Safety glasses
- Paper
- Markers
- Colored Pencils
- Jewelry findings: earring, jump rings
- Beads
- Sharpie
- Hole punch
- Paper punches

**Resources:**

**List** all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

- Slide presentation: <https://docs.google.com/presentation/d/18qzF8c1gHXlozKvQ23jiWdozSmF3AGQGTwji9oTqwKU/edit?usp=sharing>
- Book: On Body and Soul; Contemporary Armor to Amulets, by Suzanne Ramljak

**Preparation:**

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Have the slide presentation prepared
- Make the soda can jewelry handout
- Gather the proper materials in one place
- Make sample jewelry at various stages of completion to show the class
- Soda cans precut into flat pieces

**Safety:**

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- When cutting the soda cans you **MUST** wear eye protection and gloves
- When sanding or filing sharp edges you **MUST** wear gloves
- Tools are **TOOLS** and not **TOYS**
- Tools must be used in the way they were intended for

**Action to motivate/Inquiry Questions:**

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

During lesson 1 students will be shown a variety of work by artist Leah Aripotch. They will be asked: What do you notice about her work? Why do you think she gave the monsters human names? Why do you think she uses creatures rather than humans in her work? Would you feel differently about her work if she used humans rather than insects?

**Ideation/Inquiry:**

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

How does jewelry tell the viewer something about the wearer?

Before you cut out or color your jewelry please plan out your design on a piece of paper.

How can we use multiples to tell a story?

**Instruction:**

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day	<b>Instruction</b> - The teacher will... (Be <b>specific</b> about what concepts, information, understandings, etc. will be taught.) <b>Identify instructional methodology. KNOW (Content) and DO (Skill)</b>	<b>Learning</b> - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be <b>specific</b> about what will be the <b>intended result</b> of the instruction as it relates to learning.) <b>UNDERSTAND</b>	<b>Time</b>
1	<p>The teacher will go over the plan for the day and take attendance.</p> <p>The teacher will introduce the artist and artworks to show students how contemporary artists use art to explore a theme.</p> <p>The teacher will facilitate a class discussion in which students share their observations regarding the artworks presented in the slideshow. .</p> <p>The teacher will instruct students to write a brief written reflection on the artist and artworks.</p> <p>Work time</p> <p>Daily point check</p> <p>Clean up</p>	<p>Students will get their folders from the drawer to prepare for daily point check at the end of class</p> <p>Students will observe the artwork and evaluating what they think their observations mean.</p> <p>Students will share their observations to see how others may interpret an artwork differently.</p> <p>Students will reflect on the class discussion and write how they were inspired by this artist in their folders.</p> <p>Students will work on previous projects.</p> <p>Students will be responsible for making sure the teacher checks their points.</p> <p>Students are responsible for clean-up.</p>	<p><b>1 minute</b></p> <p><b>5 minutes</b></p> <p><b>7 minutes</b></p> <p><b>2 minutes</b></p> <p><b>20 minutes</b></p> <p><b>4 minutes</b></p> <p><b>6 minutes</b></p>
2	<p>The teacher will go over the plan for the day and take attendance.</p> <p>The teacher will remind students of a few key points from the previous class discussion about artist Leah Aripotch.</p> <p>The teacher will pass around a book on contemporary jewelry for inspiration and ideation purposes.</p> <p>The teacher will give a demonstration on how to create jewelry out of soda cans by going step by step through the handout.</p>	<p>Students will get their folders from the drawer to prepare for daily point check at the end of class</p> <p>Students will reflect on how jewelry and art can be used as a medium to express a concept.</p> <p>Students will observe the many ways artists use jewelry to tell a story.</p> <p>Students will observe the demonstration to learn a new technique.</p> <p>Students will observe a few options that are possible using this technique.</p>	<p><b>1 minute</b></p> <p><b>1 minute</b></p> <p><b>1 minute</b></p> <p><b>10 minutes</b></p> <p><b>2 minutes</b></p>

	<p>The teacher will pass around samples of soda can jewelry in various completion stages so students can visualize some options for a final product.</p> <p>Work time (The teacher will walk around the room and assist students as needed)</p> <p>Daily point check</p> <p>Clean Up</p>	<p>Students may work on soda can art or other projects of their choosing.</p> <p>Students will be responsible for making sure the teacher checks their daily points.</p> <p>Students are responsible for clean-up.</p>	<p><b>20 minutes</b></p> <p><b>4 minutes</b></p> <p><b>6 minutes</b></p>
Day 3	<p>The teacher will go over the plan for the day and take attendance.</p> <p>The teacher will remind the class that the soda can pop up center is available.</p> <p>The teacher will remind students of the safety issues mentioned in the previous class.</p> <p>Work time (The teacher will walk around the room and assist students as needed.)</p> <p>Daily point check</p> <p>Clean up</p>	<p>Students will get their folders from the drawer to prepare for daily point check at the end of class</p> <p>Students will be responsible for making sure the teacher checks their daily points.</p> <p>Students are responsible for clean-up</p>	<p><b>1 minute</b></p> <p><b>1 minute</b></p> <p><b>1 minute</b></p> <p><b>30 minutes</b></p> <p><b>4 minutes</b></p> <p><b>6 minutes</b></p>

**Student reflective/inquiry activity:**

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Students will write an artist statement for finished project.

**Post-Assessment (teacher-centered/objectives as questions):**

Have students achieved the objectives and grade level expectations specified in your lesson plan?

**Post-Assessment Instrument:**

How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.



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**Self-Reflection:**

*After the lesson is concluded* write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

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**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

8/9/15 Fahey

# SODA CAN JEWELRY

Jewelry doesn't always have to be made from precious materials such as silver or gold. Upcycle aluminum cans into wearable art!

## MATERIALS NEEDED

- aluminum cans
- hole punch
- sandpaper
- scissors
- alcohol ink
- Sharpies
- templates
- safety glasses
- gloves
- files
- beads
- cords
- metal findings
- templates

## PROCESS

1. Sand aluminum sheet with 320 grit sandpaper
2. **Put on safety glasses and gloves**
3. Use scissors to cut out desired shape
4. File and sand edges to smooth them out
5. Paint or use sharpie to make your design
6. Punch or drill holes for finding attachment
7. Attach findings, beads, keychain ring, etc.

## PROJECT IDEAS

- jewelry
- keychains
- miniature sculpture
- make small parts for larger artwork
- toys
- dog tags

1987-  
present



sculptor  
metalsmith

# Leah Aripotch

<https://www.leaharipotch.com>

Leah Aripotch is a metal fabrication sculptor and jewelry artist. Her work explores the darker sides of humanity. She hand builds her creatures from Steel, Bronze, Brass, and Copper, meticulously shaping anatomy both real and imagined. Originally hailing from Montauk, New York, she received her BFA in Sculpture from Academy of Art University in 2012, with an emphasis on Metal Fabrication.



GARY



BARBARA



CEMENT SHOES

## Vocabulary Terms

**Anthropomorphism** - the attribution of human traits, emotions, or intentions to non-human entities.

**Metal fabrication** - Unlike sculptures produced through casting, fabricated sculptures are metal sculptures whose parts and component are shaped and assembled by welding or using fasteners.

**Sculpture** - an artistic form in which hard or plastic materials are worked into three-dimensional art objects.



SCAN ME