

Lead Teacher: Caroline Coady

Unit Title: *Coil-Built Aboriginal Turtles*

Grade Level: 4th

## **LESSON 1**

### **I. UNIT OVERVIEW (RATIONALE)**

In this unit, students will have the chance to look at art done by the Aboriginal people of Australia, as well as practice some of their unique story-telling art. Learning about indigenous cultures is important for younger and older students, both because it teaches students about art-making techniques that they aren't familiar with, but also because these cultures have been around long before us. The students will be able to appreciate the process and completed work knowing where the inspiration originated from, and the meaning behind this Aboriginal art practice.

The Aboriginal people widely use paint to create very finely detailed paintings, ranging from images of people, animals, and symbols. All of their paintings tell some sort of story, because every mark they make has a specific meaning. This ensures that every single piece of artwork is unique to the artist who created it.

Students will be creating their own story-telling artwork in the form of a clay turtles, decorating their shells with various Aboriginal symbols and designs. By the end of the 3<sup>rd</sup> lesson, each student will have a turtle that tells a unique story, personal to them.

### **II. LESSON OVERVIEW (RATIONALE)**

In this lesson, students will begin to sculpt and piece together their turtles with clay. They will be provided with an example video demonstration; however, students are only required to include 4 legs, a head, a tail, and a coil-built turtle shell. Students have the freedom to decide how they want each of these pieces to look, how big they will be, and their shape. Each student will get the same amount of clay to work with.

Students will need to score their pieces onto their turtle shells to make sure they are securely fastened and will last through the kiln firing. Instructions on how to score are included in the video demonstration students will watch prior to receiving their clay.

### **III-A. LEARNER OBJECTIVES/OUTCOMES**

Students will practice coil-building with clay.

Students will learn how to score clay pieces together.

Students will use indigenous artworks as inspiration for their own sculptures.

### **III-B. NATIONAL ART STANDARDS**

**VA:Cr2.2.4a:** When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

**VA:Re.7.2.4a:** Analyze components in visual imagery that convey messages.

**VA:Cn10.1.4a:** Create works of art that reflect community cultural traditions.

### **III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS**

#### **Standard - 9.1.3.J**

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

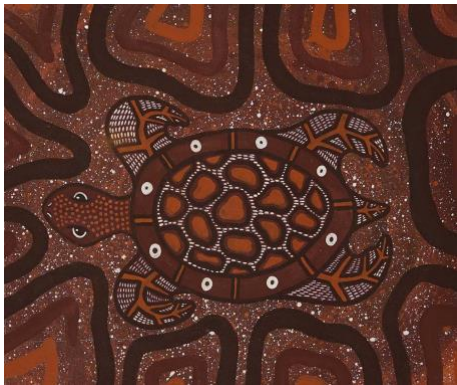
#### **Standard - 9.1.3.E**

Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

#### **Standard - 9.1.3.H**

Handle materials, equipment and tools safely at work and performance spaces.

### **IV. ART / ARTIST(S) OF RELEVANCE:**



*Wali - Green Sea Turtle*, Kirsty Burgu, acrylic on canvas



*Turtle Spirit*, Edward Blitner, acrylic on canvas

**V. INTERDISCIPLINARY CONNECTIONS:**

Students will be incorporating Aboriginal symbols into their artwork, which is essentially another form of language. Each symbol has its own meaning, and combined creates a story. Through this project, students are writing their own stories with these symbols.

Students will be practicing reading/writing by writing a short explanation in their sketchbooks, sharing what symbols they chose, what they mean, and the story the symbols tell all-together.

**VI. MATERIALS NEEDED FOR LESSON**

- Clay
- Clay tools
- PowerPoint slideshow
- Demonstration video
- Fabric placemats
- Water cups
- Garbage bags

**VII. SAFETY HAZARDS:**

Clay and clay tools must be kept away from face (eyes, mouth, etc.)

**VIII. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS**

Time	Teacher Actions	Expected Learner Actions
9:15-9:20am	<ul style="list-style-type: none"><li>- Teacher will gather students on the carpet</li><li>- Teacher will have slideshow ready to present</li></ul>	<ul style="list-style-type: none"><li>- Students will gather on the carpet and wait for teacher to begin</li></ul>
9:20-9:30am	<ul style="list-style-type: none"><li>- Teacher will present project to students using slideshow</li><li>- Teacher will share images, personal experiences, and example paintings of symbols</li><li>- Teacher will explain meaning behind turtles</li></ul>	<ul style="list-style-type: none"><li>- Students will listen to presentation</li></ul>

9:30-9:35am	<ul style="list-style-type: none"> <li>- Teacher will show video demo of coil building turtle shell and scoring legs, head, and tail onto shell</li> <li>- Teacher will talk as video plays, explaining each step</li> </ul>	<ul style="list-style-type: none"> <li>- Students will watch video demo</li> </ul>
9:35-9:40am	<ul style="list-style-type: none"> <li>- Teacher will send students to their seats</li> <li>- Teacher will have materials ready on tables</li> <li>- Teacher will pass out clay to each student</li> </ul>	<ul style="list-style-type: none"> <li>- Students will return to their seats and wait to receive their chunk of clay</li> <li>- Students will not touch any of the materials until they receive their chunk of clay</li> </ul>
9:40-10:00am	<ul style="list-style-type: none"> <li>- Teacher will circulate around room to check on each students' progress</li> <li>- Teacher will continue to remind students to score their clay throughout the class period</li> </ul>	<ul style="list-style-type: none"> <li>- Students will work on building their clay turtles</li> <li>- Students will raise their hand if they need help, or ask other students at their tables</li> </ul>
10:00-10:05am	<ul style="list-style-type: none"> <li>- Teacher will ask students to clean up and will collect turtles into labeled bins to be stored</li> <li>- Teacher will choose volunteers to help gather materials to be put away</li> <li>- Teacher will call students by table to line up and take them back to their classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Students will clean up their tables</li> <li>- Students will volunteer to help gather materials from each table to be put away</li> <li>- Students will wait quietly at their seats to be called to line up</li> </ul>

## IX. ENDING 4THE LESSON

### IX-A. Closure of Lesson:

Teacher will be checking for understanding throughout the class period. Students will clean up their materials at the end, and will be reminded that they will be painting during the next work period. If any students need extra time to work, they may save their clay inside of a garbage bag to remain moist for the following week. These students will be 1 week behind for painting.

### IX-B. Transition to Next Lesson:

Next week, students will be choosing a color scheme for their turtles and beginning to paint using Tempera paints.

## X. REFERENCES TO MATERIALS CONSULTED

“Aboriginal Turtle Art.” *Japingka Aboriginal Art Gallery*, 20 July 2019, [japingkaaboriginalart.com/collections/aboriginal-art-turtle/#content](http://japingkaaboriginalart.com/collections/aboriginal-art-turtle/#content).

**ACCOMODATIONS:**

**Physical:** Students who need to/would prefer to share their stories verbally may do so, instead of writing out the story in their sketchbooks.

Students who dislike the feeling of clay on their hands/their hands being dirty may draw a picture of what their turtle would look like, and include the Aboriginal symbols in the drawing. Students will color the drawing as well, using either crayon or colored pencil.

**Time:** Students will be given 1-2 days to complete the sculpting stage of their clay turtles. Some students may finish the first day, so these students will move onto the next stage in the next class period. Students who do not finish the first day will be able to continue working during the following class period. If students need more time, arrangements can be made to give them time to catch up during the weeks after the project is “finished”.

Lead Teacher: Caroline Coady

Unit Title: *Coil-Built Aboriginal Turtles*

Grade Level: 4th

## **LESSON 2**

### **I. UNIT OVERVIEW (RATIONALE)**

In this unit, students will have the chance to look at art done by the Aboriginal people of Australia, as well as practice some of their unique story-telling art. Learning about indigenous cultures is important for younger and older students, both because it teaches students about art-making techniques that they aren't familiar with, but also because these cultures have been around long before us. The students will be able to appreciate the process and completed work knowing where the inspiration originated from, and the meaning behind this Aboriginal art practice.

The Aboriginal people widely use paint to create very finely detailed paintings, ranging from images of people, animals, and symbols. All of their paintings tell some sort of story, because every mark they make has a specific meaning. This ensures that every single piece of artwork is unique to the artist who created it.

Students will be creating their own story-telling artwork in the form of a clay turtles, decorating their shells with various Aboriginal symbols and designs. By the end of the 3<sup>rd</sup> lesson, each student will have a turtle that tells a unique story, personal to them.

### **II. LESSON OVERVIEW (RATIONALE)**

Students will be painting their clay sculptures once they have been fired using Tempera paints. The students will be responsible for gathering their materials at their tables and deciding on a color scheme for their turtle, however, they will be reminded to choose a scheme that looks cohesive and makes sense for their own sculpture. Allowing the students to choose from a wide variety of colors will help maintain the uniqueness of each students' project. Students who chose not to carve symbols into their sculptures will be painting the symbols on during this lesson.

### **III-A. LEARNER OBJECTIVES/OUTCOMES**

Students will use indigenous artworks as inspiration for their own sculptures and color schemes.

Students will create their own color scheme for their turtles.

Students will practice mixing paints to achieve their desired color(s).

### **III-B. NATIONAL ART STANDARDS**

**VA:Cr2.2.4a:** When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

**VA:Re.7.2.4a:** Analyze components in visual imagery that convey messages.

**VA:Cn10.1.4a:** Create works of art that reflect community cultural traditions.

### III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

#### Standard - 9.1.3.J

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

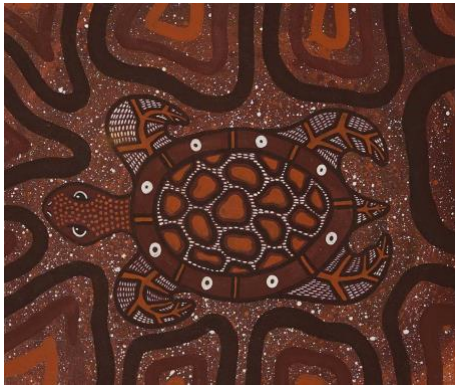
#### Standard - 9.1.3.E

Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

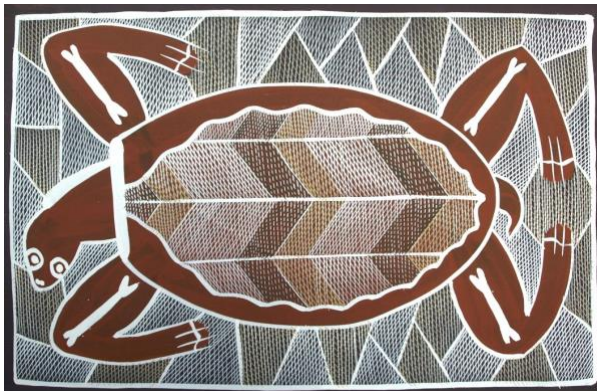
#### Standard - 9.1.3.H

Handle materials, equipment and tools safely at work and performance spaces.

### IV. ART / ARTIST(S) OF RELEVANCE:



*Wali - Green Sea Turtle*, Kirsty Burgu, acrylic on canvas



*Turtle Spirit*, Edward Blitner, acrylic on canvas

### V. INTERDISCIPLINARY CONNECTIONS:

Students will be incorporating Aboriginal symbols into their artwork, which is essentially another form of language. Each symbol has its own meaning, and combined creates a story. Through this project, students are writing their own stories with these symbols.

Students will be practicing reading/writing by writing a short explanation in their sketchbooks, sharing what symbols they chose, what they mean, and the story the symbols tell all-together.

**VI. MATERIALS NEEDED FOR LESSON**

- Powerpoint slideshow
- Tempera paints
- Paint brushes
- Fired clay turtles
- Water buckets
- Hot glue gun
- Class bin
- Sketchbooks

**VII. SAFETY HAZARDS:**

Students must use paint and brushes properly and keep away from eyes, face, mouth, etc. Students who have their turtles repaired with hot glue gun must wait for glue to cool completely before beginning to work.

**VIII. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS**

Time	Teacher Actions	Expected Learner Actions
9:15-9:20am	<ul style="list-style-type: none"> <li>- Teacher will gather students on the carpet</li> <li>- Teacher will have slideshow ready to present</li> </ul>	<ul style="list-style-type: none"> <li>- Students will gather on the carpet and wait for teacher to begin</li> </ul>
9:20-9:25am	<ul style="list-style-type: none"> <li>- Teacher will go over images from prior lesson</li> <li>- Teacher will remind students to choose a color scheme that makes sense/is cohesive</li> <li>- Teacher will remind students that symbols are in shared Powerpoint presentation if they need to reference them, and they can access slideshow with their Chromebooks</li> </ul>	<ul style="list-style-type: none"> <li>- Students will listen to presentation</li> <li>- Students will raise their hands to ask questions if necessary</li> </ul>



9:25-9:35am	<ul style="list-style-type: none"> <li>- Teacher will send students to gather materials (paint, brushes, water) and wait at their tables</li> <li>- Teacher will look for tables that look ready (they have all of their materials, they are sitting quietly)</li> <li>- Teacher will call students by table to come into clay room and find turtle</li> </ul>	<ul style="list-style-type: none"> <li>- Students will gather materials for their tables and wait to be called to get their turtles</li> <li>- Students will go into clay room to get their turtles</li> <li>- Students will carefully bring turtles back to their tables</li> </ul>
9:35-9:40am	<ul style="list-style-type: none"> <li>- Teacher will announce hot glue gun station and ask students who need a part of their turtle reattached to form a line</li> <li>- Teacher will glue on any broken pieces of turtles</li> <li>- Teacher will talk with each student to assure them that clay can sometimes break, and that's why it's important to score</li> </ul>	<ul style="list-style-type: none"> <li>- Students will return to their seats and begin working</li> <li>- Students who need a part of their sculpture glued will line up in hot glue gun line</li> <li>- Students who have a piece of their turtle glued back on will return to their seats and wait 2 minutes before beginning to paint/touching their turtles</li> </ul>
9:40-10:00am	<ul style="list-style-type: none"> <li>- Teacher will circulate around room to check on each students' progress</li> <li>- Teacher will collect turtles as students finish and place them back onto shelves</li> <li>- Teacher will ask students who finish early to write a short blurb sharing the story they created on their turtle inside their sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>- Students will work on painting</li> <li>- Students will clean up their areas as they finish painting</li> <li>- Students who finish early will retrieve their sketchbooks from the class bin and write short blurb explaining the story they created on their turtles using Aboriginal symbols</li> </ul>
10:00-10:05am	<ul style="list-style-type: none"> <li>- Teacher will ask students to clean up and will collect the rest of the turtles to go back onto shelves</li> <li>- Teacher will wait for students to finish cleaning up and putting their painting materials back where they belong</li> <li>- Teacher will call students by table to line up and take them back to their classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Students will clean up their tables, put away their materials, and wait to be called to get on line</li> <li>- Students will walk quietly back to classroom</li> </ul>

## **IX. ENDING THE LESSON**

### **IX-A. Closure of Lesson:**

The teacher will remind students to consider their color choices throughout the class. Students who need more time will be assured that they may continue working the following week.

### **IX-B. Transition to Next Lesson:**

Next week, students will continue to paint their turtles. Students who have finished will use the following class as a “work period” and continue to work on their weavings (the project they were working on prior to this one). If students have finished their weavings, they will work at one of the art centers around the room.

## **X. REFERENCES TO MATERIALS CONSULTED**

“Aboriginal Turtle Art.” *Japingka Aboriginal Art Gallery*, 20 July 2019,  
[japingkaaboriginalart.com/collections/aboriginal-art-turtle/#content](http://japingkaaboriginalart.com/collections/aboriginal-art-turtle/#content).

## **ACCOMODATIONS:**

**Physical:** Students who need to/would prefer to share their stories verbally may do so, instead of writing out the story in their sketchbooks.

Students who dislike the feeling of clay on their hands/their hands being dirty may draw a picture of what their turtle would look like, and include the Aboriginal symbols in the drawing. Students will color the drawing as well, using either crayon or colored pencil.

**Content:** If certain students need to reference the project materials, such as the slideshow or demonstration video, they may do so while they complete their project.

Lead Teacher: Caroline Coady

Unit Title: *Coil-Built Aboriginal Turtles*

Grade Level: 4th

### **LESSON 3**

#### **I. UNIT OVERVIEW (RATIONALE)**

In this unit, students will have the chance to look at art done by the Aboriginal people of Australia, as well as practice some of their unique story-telling art. Learning about indigenous cultures is important for younger and older students, both because it teaches students about art-making techniques that they aren't familiar with, but also because these cultures have been around long before us. The students will be able to appreciate the process and completed work knowing where the inspiration originated from, and the meaning behind this Aboriginal art practice.

The Aboriginal people widely use paint to create very finely detailed paintings, ranging from images of people, animals, and symbols. All of their paintings tell some sort of story, because every mark they make has a specific meaning. This ensures that every single piece of artwork is unique to the artist who created it.

Students will be creating their own story-telling artwork in the form of a clay turtles, decorating their shells with various Aboriginal symbols and designs. By the end of the 3<sup>rd</sup> lesson, each student will have a turtle that tells a unique story, personal to them.

#### **II. LESSON OVERVIEW (RATIONALE)**

Students will be painting their clay sculptures once they have been fired using Tempera paints. The students will be responsible for gathering their materials at their tables and deciding on a color scheme for their turtle, however, they will be reminded to choose a scheme that looks cohesive and makes sense for their own sculpture. Students who chose not to carve symbols into their sculptures will be painting the symbols on during this lesson. This is the second and final day the students will be painting their turtles.

Upon completion of their turtles, students will be asked to clean up all of their materials, and go and get their sketchbooks from the class bin. This is where they will write a short explanation sharing their story that they created through Aboriginal symbols on their turtles.

Once they've shown the teacher and the teacher has approved it, they will return to their weaving projects. This is the project they were working on prior to the clay turtles.

Some students maybe have finished their weavings already, and so these students will choose one of the art centers to go work at. Around the room there are various stations, including a painting center, weaving center, drawing center, light experiments, drawing machines, and the art library. Students may sign out on the whiteboard beneath which center they'd like to go to. Once all of the numbers beneath a specific center are filled in, that station is considered full, and no other students may go to that station. At the end of class, students must clean up any work they created or materials they worked with at their specified station.

### **III-A. LEARNER OBJECTIVES/OUTCOMES**

Students will use indigenous artworks as inspiration for their own sculptures and color schemes.

Students will create their own color scheme for their turtles.

Students will practice mixing paints to achieve their desired color(s).

### **III-B. NATIONAL ART STANDARDS**

**VA:Cr2.2.4a:** When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

**VA:Re.7.2.4a:** Analyze components in visual imagery that convey messages.

**VA:Cn10.1.4a:** Create works of art that reflect community cultural traditions.

### **III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS**

#### **Standard - 9.1.3.J**

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

#### **Standard - 9.1.3.E**

Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

#### **Standard - 9.1.3.H**

Handle materials, equipment and tools safely at work and performance spaces.

### **IV. ART / ARTIST(S) OF RELEVANCE:**



*Wali - Green Sea Turtle*, Kirsty Burgu, acrylic on canvas



*Turtle Spirit*, Edward Blitner, acrylic on canvas

#### **V. INTERDISCIPLINARY CONNECTIONS:**

Students will be incorporating Aboriginal symbols into their artwork, which is essentially another form of language. Each symbol has its own meaning, and combined creates a story. Through this project, students are writing their own stories with these symbols.

Students will be practicing reading/writing by writing a short explanation in their sketchbooks, sharing what symbols they chose, what they mean, and the story the symbols tell all-together.

#### **VI. MATERIALS NEEDED FOR LESSON**

- Powerpoint slideshow
- Tempera paints
- Paint brushes
- Fired clay turtles
- Water buckets
- Hot glue gun
- Art stations (and their various materials)
- Class bin
- Sketchbooks
- Weaving materials

#### **VII. SAFETY HAZARDS:**

Students must use paint and brushes properly and keep away from eyes, face, mouth, etc.

Students who have their turtles repaired with hot glue gun must wait for glue to cool completely before beginning to work.

Students who work at one of the art centers must use all materials properly and safely, as well as clean up.

### VIII. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
9:15-9:20am	<ul style="list-style-type: none"> <li>- Teacher will gather students on the carpet</li> <li>- Teacher will have slideshow ready to review</li> </ul>	<ul style="list-style-type: none"> <li>- Students will gather on the carpet and wait for teacher to begin</li> </ul>
9:20-9:25am	<ul style="list-style-type: none"> <li>- Teacher will go over images from prior lesson again</li> <li>- Teacher will remind students where materials are and what is to be done when they are finished painting</li> <li>- Teacher will remind students that symbols are in shared Powerpoint presentation if they need to reference them</li> </ul>	<ul style="list-style-type: none"> <li>- Students will listen to reminders</li> <li>- Students will raise their hands to ask questions if necessary</li> </ul>
9:25-9:35am	<ul style="list-style-type: none"> <li>- Teacher will send students to gather materials (paint, brushes, water) and wait at their tables</li> <li>- Teacher will call students by table to come into clay room and find turtle</li> <li>- Teacher will help any other students who have finished gather other various materials (weavings, any materials needed for art centers)</li> </ul>	<ul style="list-style-type: none"> <li>- Students will gather materials</li> <li>- Students will wait to be called and will go into clay room to find turtles</li> <li>- Students will carefully bring turtles back to their tables</li> <li>- Students who are finished painting will write their story inside their sketchbooks</li> <li>- Students who are finished writing will return to their weaving project, and if that is finished, they will sign out for one of the art centers around the room</li> </ul>
9:35-9:40am	<ul style="list-style-type: none"> <li>- Teacher will announce hot glue gun station and ask students who still need a part of their turtle reattached to form a line</li> <li>- Teacher will glue on any broken pieces of turtles</li> </ul>	<ul style="list-style-type: none"> <li>- Students will return to their seats and continue painting their turtles</li> <li>- Students who need a part of their sculpture glued will line up in hot glue gun line</li> </ul>

9:40-10:00am	<ul style="list-style-type: none"> <li>- Teacher will circulate around room to check on each students' progress</li> <li>- Teacher will collect turtles as students finish and place them back onto shelves</li> <li>- Teacher will remind students as they finish to clean up their materials and write story in their sketchbooks</li> <li>- Teacher will remind students sign out on the whiteboard to go to one of the art stations around the room, if they have finished their weaving</li> </ul>	<ul style="list-style-type: none"> <li>- Students will work on painting</li> <li>- Students will clean up their areas as they finish painting</li> <li>- Students will sign out on the whiteboard underneath the art station they would like to work in for the remainder of the class period, if they have finished their weaving</li> </ul>
10:00-10:05am	<ul style="list-style-type: none"> <li>- Teacher will ask students to clean up and will collect the rest of the turtles to go back onto shelves</li> <li>- Teacher will ask students who are working in centers to clean up</li> <li>- Teacher will call students by table to line up and take them back to their classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Students will clean up their tables, put away their materials, and wait to be called to get on line</li> <li>- Students who are working at centers will clean up any materials they were using and return to their tables to be called to line up</li> <li>- Students will walk quietly back to classroom</li> </ul>

## IX. ENDING THE LESSON

### IX-A. Closure of Lesson:

The teacher will remind students to consider their color choices throughout the class, especially as students announce they are finished and would like to move on. The teacher will encourage these students to take a last look at their turtles to make sure there is no white space, or anything else they could possibly add.

### IX-B. Transition to Next Lesson:

This is the final day to work on the clay turtle project. Next week, students will be taking a picture of their finished turtles with their Chromebooks to turn in alongside a self-graded rubric.

## X. REFERENCES TO MATERIALS CONSULTED

“Aboriginal Turtle Art.” *Japingka Aboriginal Art Gallery*, 20 July 2019, [japingkaaboriginalart.com/collections/aboriginal-art-turtle/#content](http://japingkaaboriginalart.com/collections/aboriginal-art-turtle/#content).

## ACCOMODATIONS:

**Physical:** Students who need to/would prefer to share their stories verbally may do so, instead of writing out the story in their sketchbooks.

Students who dislike the feeling of clay on their hands/their hands being dirty may draw a picture of what their turtle would look like, and include the Aboriginal symbols in the drawing. Students will color the drawing as well, using either crayon or colored pencil.

**Content:** If certain students need to reference the project materials, such as the slideshow or demonstration video, they may do so while they complete their project.

**ASSESSMENT:**

After the completion of the assignment, students will grade themselves according to the following rubric, and submit the document along with a picture of their finished turtle.

**RUBRIC**

**Please mark an X at the beginning of each objective you successfully completed.**

1.  I worked hard, stayed on task, and used my time well.
2.  I followed directions and used the materials respectfully.
3.  I was creative and my project is unique.
4.  My art is neat and detailed.

**~Please attach a picture of your project here~**