



**TEAM Lesson Plan 2<sup>nd</sup> Grade**

<b>Teacher:</b>	
<b>Class:</b>	1-2 Class Periods
<b>Course Unit:</b>	
<b>Lesson Title:</b>	Sepik Inspired Clay Figurines

<b>LESSON OVERVIEW</b>	Summary of the task, challenge, investigation, career-related scenario, problem, or community link
<p>Clay is a medium that has been used in many cultures throughout the world. This lesson will introduce students to the Sepik tribe of New Guinea. In this lesson students will use fine motor skills to create their own version of a Sepik figurine. Students will choose a person or object of importance and will use air-dry clay to mold a figurine. Students will also use recycled shoeboxes to create a treasure box, which will hold their figurine. This lesson will allow students to explore similarities and differences between their culture and Sepik culture.</p>	
<b>STANDARDS</b>	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.

**Tennessee State Standards for Art**

- 1.1 Use tools and media consistently in a safe and responsible manner.
- 2.1 Identify, understand, and apply the elements of art.
- 2.2 Identify, understand, and apply the principles of art.
- 2.3 Understand and apply purpose in art.
- 3.1 Select subject matter, symbols, and ideas for the student's own art.
- 4.1 Understand that art comes from different cultures, times, and places.
- 5.1 Analyze the characteristics and merits of the student's own work.
- 6.1 Understand connections between visual art and other arts disciplines.

**Common Core Connection for Integrated Subject- Language**

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<b>OBJECTIVE</b>	Clear, Specific, and Measurable – NOT ACTIVITIES Student-friendly
	<ol style="list-style-type: none"> <li>1. The student will define figurine, ancestors, and tradition.</li> <li>2. The student will be able to locate the United States of America and New Guinea on a map.</li> <li>3. The student will mold a clay figurine using white air-dry clay. The figurine should be a person or object of value to the student.</li> <li>4. Students will use a recycled shoebox to create a treasure chest.</li> <li>5. The treasure chest will be decorated with paint. Students will paint two items related to their figurine on the outside of the treasure chest.</li> </ol>
<b>ASSESSMENT / EVALUATION</b>	Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective Formative / Summative Performance-Based / Rubric Formal / Informal
	<p>Informal Assessment- the teacher will walk around to monitor student behavior to ensure the students are on task.</p> <p>Self-Assessment- the student will score their work on a rubric.</p> <p>Self-Assessment- the students will reflect in their journal on the similarities and differences between their figurine and traditional Sepik figurines.</p> <p>Group-Assessment- students will participate in a class critique.</p>

<b>MATERIALS</b>	Aligned with the Lesson Objective Rigorous & Relevant
<ol style="list-style-type: none"> <li>1. White air-dry clay</li> <li>2. Recycled shoe boxes</li> <li>3. Tempera paint</li> <li>4. Paint brushes</li> <li>5. Ziploc sandwich bags</li> </ol>	<ol style="list-style-type: none"> <li>6. Various clay tools</li> <li>7. Cups of water</li> <li>8. Paper towels</li> <li>9. Paint palettes</li> <li>10. Pencils</li> </ol>
<b>ACTIVATING STRATEGY</b>	Motivator / Hook An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.
	<ol style="list-style-type: none"> <li>1. As students enter the classroom the teacher will be playing traditional Sepik music.</li> <li>2. The teacher will instruct students to close their eyes while listening to the music.</li> <li>3. The teacher will ask students to imagine where they might hear this type of music.</li> </ol>
<b>INSTRUCTION</b>	Step-By-Step Procedures – Sequence Discover / Explain – Direct Instruction Modeling Expectations – “I Do” Questioning / Encourages Higher Order Thinking Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension

1. See set.
2. The teacher will introduce the project with a pre-made example and state objectives.
3. The teacher will show where New Guinea is located on a map and will explain that the Sepik tribe is located in New Guinea.
4. The teacher will show pictures from New Guinea culture and Sepik art.
5. Students will write about a person or object that is important to them.
6. The teacher will demonstrate proper use of clay tools while allowing students to pass around and feel a ball of air-dry clay.
7. The teacher will demonstrate how to form the air-dry clay into a figurine.
8. Students will receive a ball of white air-dry clay and a Ziploc bag.
9. The students will practice manipulating the clay with their hands.
10. After 5 minutes of practice, the teacher will instruct the students to begin working on forming the figurine.
11. The teacher will walk around and monitor student behavior and keep students on task.
12. The students will write their names on the back of the paper that listed their person/item of importance. Students will place their paper inside the Ziploc bag and place the figurine on top. NOTE: If students are not finished sculpting their figurine, the clay should be placed in the Ziploc bag and sealed to finish next class. If the student is done, the figurine must be left out to air dry.
13. The students will place their figurines and Ziploc bags on the designated counter.
14. At the start of the next class the teacher will review clay safety and inform students that clay figurines are due at the end of class.
15. The teacher will explain that once figurines are complete students may design a shoebox to hold the figurine. Students will paint two items on the shoebox that are important to the figurine.
16. The teacher will lead a demonstration on painting the shoebox and will show an example of a completed treasure box.
17. The students will begin painting their shoeboxes by sharing a palette of paint with their neighbor.
18. Cleanup will occur during the last ten minutes of class. Students will return materials and will place their projects in the appropriate class bin.

<b>ALTERNATE/ EXTRA ACTIVITIES</b>	
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|  | <ul style="list-style-type: none"> <li>• Students may use construction paper to wrap the shoebox.</li> <li>• If students use construction paper on the shoeboxes they can use washable markers to add decoration.</li> </ul> |
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<b>CLOSURE</b>	Reflection / Wrap-Up
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	Summarizing, Reminding, Reflecting, Restating, Connecting
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|  | <ol style="list-style-type: none"> <li>1. Students will participate in a class critique.</li> <li>2. The students will define figurine, ancestor, and tradition.</li> <li>3. The students will locate New Guinea on a map.</li> </ol> |
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<b>CROSS-CURRICULAR CONNECTIONS</b>
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| <ol style="list-style-type: none"> <li>1. Geography</li> <li>2. Music</li> <li>3. Writing</li> </ol> |
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## Extended Learning

### Books:

- *World Geography and Cultures* by Richard G. Boehm.
- *Art Around the World: Loo-Loo, Boo, and More Art You Can Do* by Denis Roche.

### Online Enrichment:

- Artsconnected Sepik Art:  
[http://www.artsconnected.org/resource/list#query=sepik&f\\_InstitutionTitle=All%20Institutions&d\\_InstructionalMethod=All&d\\_Grade=All&w\\_HasThumbnailMedia=on&w\\_DisplayResourceType=All&w\\_Culture=All&w\\_DisplayCreator=&f\\_avDisplayCreator=&combosort=relevance\\_desc&sortby=relevance&order=desc&perpage=20&page=1&category=work&spelling=true](http://www.artsconnected.org/resource/list#query=sepik&f_InstitutionTitle=All%20Institutions&d_InstructionalMethod=All&d_Grade=All&w_HasThumbnailMedia=on&w_DisplayResourceType=All&w_Culture=All&w_DisplayCreator=&f_avDisplayCreator=&combosort=relevance_desc&sortby=relevance&order=desc&perpage=20&page=1&category=work&spelling=true)
- National Geographic Papua New Guinea:  
<http://travel.nationalgeographic.com/travel/countries/papua-new-guinea-guide/>

### Additional Activity:

- Art Projects from Around the World:  
<http://www.barnesandnoble.com/w/art-projects-from-around-the-world-linda-evans/1102325004?ean=9780439385312>

For additional lesson plans and activities, visit us online at [www.fristkids.org](http://www.fristkids.org).

This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.

The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at [www.fristcenter.org](http://www.fristcenter.org).

