

ETK Lesson Plans

1. Rationale

Students in ETK learn kindergarten-readiness skills through hands-on experiences, and most of them do not have the cognitive sophistication to learn about a lot of the topics we explored! My class especially enjoys exploring and expanding their creativity through tools such as markers, paint, playdough, and hard manipulatives. They have the experience to handle these materials safely, and with adult guidance, can persevere through multi-step tasks that last several days.

2. Skill and content objectives

ETK does not technically follow most CA content standards. However, the following kindergarten standards could be adapted:

CA History-Social Science Content Standards

K.6.3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

Visual and Performing Arts Content Standards

PK.VA:Re8. Interpret art by identifying and describing subject matter.

PK.VA:Cr1.1 Engage in self-directed or collaborative exploration with a variety of arts materials.

Objective: Students will create and decorate clay vessels based on designs and patterns found on ancient East Asian pottery.

3. Lesson plans

Day 1

We start with a question: How do we draw pictures?

I will read “Harold and the Purple Crayon” by Crockett Johnson.” Throughout the story, I will point out the different types of lines and shapes that Harold creates and ask students to draw these lines in the air with their fingers

- “Long” and “straight” lines when he draws a path
- Circles when he draws an apple tree
- Zigzag lines when he draws a dragon
- Waves when he draws an ocean
- Triangles when he draws a sailboat

- Ovals when he draws a picnic blanket with pies
- Squiggles for the hill he climbs
- Squares and rectangles when he draws houses with windows

After the story, students will help me recall the different types of lines and draw them in the air again as I make a reference poster.

Activity: students will rotate in small groups to meet with me. They will be given paper, and a purple crayon, and refer to the poster for different lines and shapes to use in a drawing of their choice.

Day 2

Our question for this day is: Where can we find drawings like we saw in “Harold and the Purple Crayon”?

After a brief discussion, I will explain to students that lines and shapes can also be used to decorate 3D objects, like things in our homes. I will also briefly demonstrate the difference between 2D and 3D.

- I will bring and pass around realia from home that have patterns on them, like the blue and white ones found in Chinese supermarkets or Japanese bowls that have geometric patterns.
- Students will then view a brief slideshow with examples of pottery (“Additional Materials”), mentioning briefly where they come from and pointing out lines and shapes on them:
 - Animated GIF of spinning globe, to show that these examples come from all over the world
 - Navajo pottery (USA) with triangle pattern
 - Early Jomon pots (Japan) with diagonal lines
 - Syrian glass pitcher from Silla period (Korea), featuring stripes around neck
 - Yayoi pot (Japan) with zigzag lines
 - Ming porcelain plate (China) with swirls around edges
- Students will be prompted to echo/repeat key words, along with tracing in the air or accompanying hand gestures: pot, vase, bowl, lines, stripes, swirl, pattern

Activity: students will rotate in small groups to meet with me. I will have mini-posters with examples of vessels (bowl, vase, pot, etc), then guide students to choose one and form it out of air-dry clay (store-bought, or using recipe found in “Additional Materials”).

Day 3

On this day, we ask the question: How do we decorate 3D objects?

I will activate background knowledge through guided questioning:

- What are some different lines/shapes you can draw?
- Where else do you see lines and shapes?

Activity: Students will decorate their dried projects using the lines, shapes, and patterns explored over the past two lessons.

4. Assessment

Students will be informally assessed based on their participation, effort, behavior during both whole- and small-group instruction. Student drawings and final projects will be collected and given appropriate feedback, e.g., types of decoration used, evidence of effort, etc.

5. Extracurricular extensions

- Writing: students can write simple sentences using a combination of sight words and phonetic spelling to describe their work, e.g., "I have a pot," "My pot has zigzag lines," etc.
- Reading: I can provide books in the class library that feature pictures of pottery from different cultures.

Additional Materials

Day 2 Slideshow:

<https://docs.google.com/presentation/d/1VuV4BlcbivSlck8HmOqiXHrBS4a2cfyelp81yUMzz4/edit?usp=sharing>

Recipe for air-dry clay:

<https://mamapapabubba.com/2016/02/16/homemade-air-dry-modelling-clay-aka-baking-soda-clay/>

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