

Lesson Plan Template



Lesson Plan

Topic: How to make clay pendants		Class: PCET Micro teach
Date: 23/09/26	Length of lesson: 30 minutes	Number of students: 7
Resources required: • 14 square slabs of clay for students, roughly 10cm x 10cm. 7 for experimenting and 7 for final pieces • 5 extra square slabs for demos or in case something happens to a student's slab • 7 Pottery Sponges (to smooth out their clay if needed) • 4 dishes of water, 1 between 2 students (to smooth out their clay if needed) • 8 Cardboard sheets or wooden sheets (for learners and myself to work on top of) • Handouts of the step by step instructions with images and text of the process (to support different learning styles) • Cloth and towel for cleaning up afterwards / wet wipes • Cookie cutters of various shapes and sizes • Various stamps • Wooden pottery tools (various, no specific tools needed here as it's for experimental texture and mark making, just make sure there is at least 5 per person) • Random objects to explore their textures (such as shells, rocks, leaves, found objects) • Presentation - (File name of this presentation is just called Clay Pendants, stored in folder in Pottery > Workshops > Pendants) • Gloves		
Aim of Lesson • Introduce students to various ways of mark making and making textures in clay • Demonstrate to students how they can explore mark making by showing the various ways you can use pottery tools. • Attempt to build student confidence and encourage their creativity.		

Learning Outcomes – The Learners Should Be Able To:

- **Experiment** with various different pottery tools and other various objects to create different textures in a test slab of clay.
- **Choose** their favourite textures from their test slab and utilize it in their pendant using a cookie cutter of their choosing.
- **Create** 1 - 3 clay pendant(s) using those
(which they can then later turn into a keyring, necklace, wall decoration, this to be done in their own time once the clay has dried).

Previous student knowledge required for the session:

No previous knowledge needed

Anticipated difficulties (if applicable):

- Students may not enjoy the feeling of clay on their hands (potential sensory issues) - this can be mitigated by offering students the option to wear gloves, as well as providing a wash cloth and towel to wash off the clay from their hands.
- Students may not have the confidence to be creative and this might impact their ability to absorb the information being shown and demonstrated - to limit this and to encourage confidence, offer plenty of reassurance at the beginning of the lesson, and show only beginner friendly inspiration images.
- Students may already have quite a bit of experience with pottery, this could potentially lead to a student feeling like they're not going to learn anything new. Encourage these students to try using their tools in a way that they normally wouldn't to see if they can get textures they might not have explored before. Offer plenty of found objects to experiment with as well.
- Internet access may be down/general tech issues may happen - Have back up paper options of the presentation to hand out
- As I am the last microteach-class of the day, students might start feeling a bit of cognitive overload, to help bring some energy back I can offer the students to get immediately stuck into the practical task if they feel like their energy is dipping.
- Doing the practical task sooner (but if it helps students engage more I will) means I could potentially run out of time if I get caught up in wanting to see students finish all of their pieces) meaning I might forget to go back to the presentation to run through decoration options, to still give the students the information needed, I will offer everything that's on the powerpoint as a handout if needed.

Professional Standards (where are these being met within the session)

I will **demonstrate commitment to learners, their learning, safety and well-being** by ensuring that I talk about safe use of the pottery tools used in this lesson because I want everyone to be physically safe and also feel safe. I also will make sure that everyone has the same access to the same tools by bringing multiples of the same tools.

I will **value and promote diversity, equality of opportunity and inclusion** by making sure that I have handouts available for those who need it, and having imagery as well as text descriptions of each step to ensure everyone has the chance to absorb the information being shared at their own pace, for example for anyone with dyslexia or ADHD, they may need more time to take in the information, or having imagery to break up the text to help them absorb the information.

I **understand the importance of the Welsh culture and language as a bilingual nation** and I will promote the use of the Welsh language by including Welsh translations of any hand outs and have Welsh translations of titles in my presentation. I will also attempt to use incidental spoken Welsh where I'm able to.

I will **demonstrate dignity, courtesy, and respect towards others** by giving everyone a chance to speak, by pausing often and checking in frequently to see if anyone has a question about each step.

I will **plan and deliver effective learning, teaching and assessment** by preparing my resources in advance, this includes the presentation and handouts, as well as creating the example pottery pieces needed.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Introducing students to clay pendants	Using a short didactic way of teaching showing the presentation, to explain the aims and learning outcomes to the students.	All times are rough and over estimates but could change depending on learners needs
	Gauging student experience of pottery	Quick initial self-assessment of knowledge here: "Has anyone done any pottery or worked with clay before?" "What tools did you try?" "Have you used any of these tools before?" "For those who haven't worked with clay before, have you worked with playdough before?" (reassure students here that clay isn't that much different to playdough)	2 minutes
		As I am the last class of the day: Ask students here if they'd prefer to start experimenting with the clay now (As it's a psychomotor task, could bring some energy back if students appear low energy) OR If they're happy for me to run through some of the ways they can decorate their pendants at home (More of a cognitive task)	1 minute
	What to do after class with their pendants. As well as informing of safety issues of each option.	<u>Cognitive task (memorising the information)</u> Run through what they can do with their pendants when they take them home, after they're dry. PVA glue, Acrylic paint, UV resin, Glaze and kiln firing Talk about the pros and cons of using each one. (If students choose to do this at the end and we run out of time for this section, all of this information that is on the presentation, will be on the handout and reassure students they can message me after class)	4 minutes

Development	How students can use the tools	<u>Practical task</u> Using a guided demonstration style of teaching. Show students how to use pottery tools in different ways: -Drawing into clay -pushing tools into clay -push tools into clay from different angles to create different textures using the same tool. -making multiple imprints of the same tool to create patterned textures. - Show students a few ways of imprinting various objects into clay	3 minutes
	Student led work	Students to spend some time experimenting with tools and objects into their test slab - students to make at least 4 different textures / mark making	4 minutes
	Introduce students to shaping the pendant.	Brief demonstration on how they can choose a cookie cutter to create their pendant. - Show how to make the hole for their pendant - Show how to tidy it - Briefly show a quick example of a finished piece to assist learners that need a full demonstration before they work.	3 minutes
	Student led work	Students can continue to experiment but also make their pendant. Depending on skill level, confidence level, or time students to make 1 to 3 pendants	10 minutes
	What to do after class with their pendants.	If students chose to go straight into experimenting with clay, make sure to go back to the cognitive task here (decoration options)	See above
Plenary/conclusion	Assess student's experience and knowledge	Brief Q&A to see if the students can remember the steps involved in how they made their pendant - How to add textures and name some of the ways (Tools, stamps, found objects) - What tool was used to create the hole for their pendant (Needle tool) - How to clean up the hole? Name the tool (ribbon tool) (All questions on the presentation)	3 minutes

Assessment Strategies: when and how are they included within the lesson?

Diagnostic assessment (Start of lesson) - Quick verbal questions about experience of pottery or pottery tools, used to gauge prior experience and skill level.

Formative assessment (throughout the student-led sections of the class) - Verbal feedback given where possible, asking students what they did to create certain textures, acknowledging when they've created a range of textures, and suggesting other ways to use the tools if needed.

Skill test observation - (throughout the student-led sections of the class) - Checking that students are using tools safely, and following demonstrations given, give feedback where possible

Question and answer (at the end of lesson) - Checking to see if students remember the steps involved in how they made their pendant and how they customised it.

Informal reflection (to be completed after the session)

I was so nervous all day about this lesson, I felt really prepared at the start of the day and I intentionally went last because my thought process was basically thinking about how playing with clay is such a grounding activity, it would be a good way to end the day, but the longer I had to wait for my turn the more nervous I was feeling because I was seeing how fantastic everyone else did with their lessons. I was building myself up. And also at lunch time I thought I'd start prepping my stuff a little, and I'm soo glad I did because some of my clay slabs fused together I think either cause these ones were a little too damp compared to the other ones I had rolled out, I also used a slab roller to create The other ones to so they had the texture of the canvas so martine that helped them to not stick together compared to the ones I hand rolled. So because of this I spent my lunch re rolling out the test slabs of clay which made me feel more nervous, but I managed to get it done on time. I'm glad I double checked my stuff though because if that had happened during my lesson, that would have thrown me, although I did have enough clay for them to do the testing so I would have just asked them to use their favourite part of their test piece I think. I also kind of regret not having a look at everyone's pieces at the end to do a little show and tell but I could see that everyone has made experimented with textures and made at least 1 pendant so I was pretty pleased with that.