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**Ms. McGinnis’**

**Pottery Class**

**Classroom Number:**

**Planning Period:**

**Email:** armcginnis3@gmail.com

**Phone Number:** (847) 513-2526

**Class Overview:**

This class is designed to introduce students to pottery. Students will learn a variety of skills including throwing on the wheel, hand building, and glazing. Pottery is primarily a studio class which means students will spend a majority of their time in the creative process. These works of art will cumulate into a comprehensive digital portfolio. Students will also be involved in demonstrations, readings, discussions, and critiques.  **Content:**

Unit 1: Hand Building
Unit 2: Glazing
Unit 3: Throwing on the Wheel
Unit 4: Combinations

**Grading:**

Grades will be weighted as follows…
Projects: 50%
Readings and Discussions: 15%
Critique and Reflection: 15%
Participation: 20%

Letter grades are based on the RMHS standards for percentages of points.
(100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, Below 60% = F)

**Attendance:**

Students are expected to attend class every day. Missing class can result in missing important information and demonstrations that will affect projects and ultimately your grade. All Rocky Mountain High School attendance policies will be followed.

**Student Responsibilities:**

1. Attend class every day. There is always something important happening in class that you need to be there for.
2. Be prepared. Failure to come to class unprepared will only set you back.
3. Turn work in on time. Work that is not turned in on time will be considered late. Late work will be marked down 20% every day that it is late unless you have made other arrangements with the teacher.
4. Cell phones may only be used at appropriate times. Appropriate times include researching for projects and uploading images for your online portfolio.
5. There is no food allowed in the classroom. Clay especially can be harmful if it is ingested. Water and closed bottles are allowed.
6. Be honest. Under no circumstance should you have a friend do a project for you. You will be given sufficient class time to complete projects. If you feel that you are struggling with a project, I am will to help make accommodations.
7. Be respectful. Respect yourself, your peers, your teachers, the classroom, and the materials you are using. Doing this will set up a fun and safe environment for all students.

**Please sign below that you understand and will abide by the Pottery student responsibilities.**

**This sheet is considered a contract between the student and Ms. McGinnis.**

**STUDENT NAME (PRINT):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**STUDENT SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PARENT SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Alli McGinnis**

**Management Plan:**

**Classroom Management & Teaching Style:**

Art classrooms are often organized chaos. I believe that if you are an organized teacher, your students will be organized as well. Art is all about collaboration and bouncing ideas off of each other so there will not be many times that my classroom is silent. I encourage students to talk with others and to critique in-progress work to produce the best outcome for their work of art. I want to create an environment that is both friendly and professional for my students. I believe that giving students the freedom to work at their own pace teaches them responsibility. They are now required to plan for themselves and make sure things get accomplished. I am always willing to make alterations and different accommodations for students that need extra help.

**Classroom Set-up:**



**Daily classroom routine:** I envision everyday starting the same way. I believe that if you can establish a routine for students, they will be more likely to follow it. I will start every class by standing outside my door when students walk in. I like to shake every student’s hand when they walk into the door so that they know I care about them and that I saw them. This is my own way of taking visual attendance and checking in with each student individually. From there, I will introduce any what we will be doing that day and give them a schedule of events for the day. Students will then be released to begin working. Class will end every day with a thorough cleanup of the classroom. I will then make myself available to students during and after class if they need to talk with me.

**Personal routines:**

I am a very organized person so I like to have lesson and unit plans done ahead of time. My own personal routines will be completing lesson plans at least 2 weeks in advance. Although those plans may change, I like having them prepared so that I know the direction I need to be heading to. I will create weekly schedules for students that I will post online as well as in the classroom so that students can keep track of what we will be doing and when assignments are due. I will also prepare demonstrations and presentations in advance so that I am prepared and holding myself to the same standards that I hold my students to.

**Positive & Negative Feedback:**

Positive feedback is something that is very important to me. I want my students to know that I am noticing them and that I care about what they are doing. I have learned through my education courses that it is not ok to simply say “I like that,” or “that’s looking really good.” Phrases such as these are meaningless to students. You need to acknowledge what they are doing by saying things like, “I really like the choices of color you made, it reminds me of the ocean.”

Negative feedback is something that is difficult for me. I do not want to hand out consequences. I want students to realize that I have high expectations and that they need to follow those expectations to be in my class. If I have to deal with a disciplinary issue in class, I will first talk to the student one-on-one to assess what is going on. I will then ask the student to reflect on what happened and if there is anything I can do to help them through it. If the problems persist, I will take further action and eventually pull in higher authorities to help deal with it.