

Unit II

Content Area: **Fine and Performing Arts**
Course(s): **Ceramics and Crafts I**
Time Period: **November**
Length: **8 weeks**
Status: **Published**

Unit Overview

Within the second 3D Arts I Unit, students are introduced to the basics hand-building technique-slab. They learn about how to roll out slabs that will be able to withstand the weight of a structure. Students will complete both self slab and firm slab construction and projects will build upon one another in difficulty and techniques. Students begin the first project Fall Lanterns where they will construct a self slab cylinder with cut outs to create a lanterned effect. Students will also be introduced to working with Metal Tooling, by creating a 3dimensional letter of thier choice in cardboard and covering it with metal that has been tooled to create a relief sculpture. The third project of the unit will consist of using firm slabs to create a slab box with a lid.

Enduring Understandings

- Art elements and design principles can be used intentionally to elicit a specific response from the viewer.
- Art media, techniques and processes work together to create works of art.
- Artists use elements of art and principles of design to organize visual communication.

Essential Questions

- How do artists use tools and techniques to express their ideas?
- What are the safe and responsible uses of materials?
- Why do artists choose particular tools, techniques, and materials to express their ideas?

Lesson Titles

1. Fall Lanterns-ceramics
2. Letter metal Tooling- cardboard and metal
3. Trinket Boxes with lid- ceramics

Student Learning Objectives (SLOs)

1. Fall Lanterns: Students will be able to create a fall inspired lantern using the handbuilding technique, slab. Within the first lesson, students will be introduced to how to properly roll slabs and pierce through a piece of clay. Students will also demonstrate proper glazing techniques learned and will understand the ceramic firing process and the different stages of clay. Students will later complete self-critiques of their works. Once projects are completed students will be able to place a tea light into their lanterns to have a real functioning fall lantern.

2. Letter Metal Tooling- Students will be able to create a 3-dimensional relief sculpture using metal tooling and techniques learned. They will then create 3-D cardboard sculptures using the metal they carved in the shape of the letter of their choosing.

3. Trinket Boxes: Students will be able to create trinket box using slabs building upon techniques learned in the first lesson. Students will create thumbnail designs and will use templates and geometry to create a trinket box with a fitting lid. Students will also demonstrate proper glazing techniques learned and will understand the ceramic firing process and the different stages of clay. Students will later complete self-critiques of their works.

Standards/Indicators

VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
VA.9-12.1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
VA.9-12.1.5.12prof.Cn	Connecting
VA.9-12.1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). Innovative ideas or innovation can lead to career opportunities. With a growth mindset, failure is an important part of success.

Inter-Disciplinary Connections

MA.G-CO.A	Experiment with transformations in the plane
MA.G-GMD.B	Visualize relationships between two-dimensional and three-dimensional objects
WL.7.1.IH.A.C	Cultural
SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

1. Powerpoint and examples given of Fall Lanterns, thumbnail designs and preliminary sketches.
2. Demonstration on proper glazing techniques and different types of glaze and stages of clay.
3. Powerpoint and examples given of Trinket Boxes, thumbnail designs and preliminary sketches.
4. Powerpoint and examples given of Mold Bowl, thumbnail designs and preliminary sketches.
5. Demonstration on building a "foot" in ceramics.
6. Powerpoint and examples given of Puzzle Slab Boxes, thumbnail designs and preliminary sketches.
7. Critique of finished works.

Modifications

At Risk Modifications

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines

- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

ELL Modifications

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

504 and IEP Accommodations and Modifications

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Gifted and Talented Modifications

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

Closure

- Students will again be posed the Question of the Day to wrap up the daily activities. They will then answer as a class and make sure to have the correct answer written in their Question of the Day packets. This will reiterate the daily objective as well as clarify anything that needs clarification.
- Class Critique
- Self Evaluation Rubric worksheet
- Student "demo before you go"
- Teacher "demo before you go"

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Formative Assessment

- Preliminary Sketches/Sketchbook Assignments
- Daily walk arounds assessing student progress
- Peer critique of work in progress
- Question of the Day
- Self critique of work in progress

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Summative Assessment

1. Project: Fall Lantern
2. Project: Trinket Box
3. Project: Texture Mold Bowl
4. Project: Puzzle Slab Boxes
5. Self Critique Evaluation Tool after each project is complete
6. Teacher Rubric Evaluation Tool after each project is complete

Resources & Materials

1. Powerpoint Presentations
2. Various Multi Media Video Clips on Art Techniques and Artists
3. Smartboard Interaction
4. Various Art Magazines and Current Events
5. Various Books on Artists and Art Medium

Technology

TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.12.D	Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.
TECH.8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.