

# Unit III

Content Area: **Fine and Performing Arts**  
Course(s): **Ceramics and Crafts I**  
Time Period: **January**  
Length: **6 weeks**  
Status: **Published**

## Unit Overview

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Within the third unit of 3D Arts students will be introduced to working with wire and plaster to create sculptures. Students will first create a Mexican inspired Oaxacan Animal Sculpture using plaster and wire. Students will then be introduced with working with combination pottery to create Holiday Sculptures in clay. The last project of the unit will introduce students to abstract art, inspired by Alexander Calder students will create abstract stabiles using pliable taskboard and wire. Students will then using painting techniques to complete their sculptures.

## Enduring Understandings

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- Art is a distinct form of communication that enriches the understanding of other disciplines.
- Artists of different cultures express meanings and ideas in different ways.
- Using visual arts terminology allows us to communicate our personal response to artwork.

## Essential Questions

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- How can other disciplines influence our understanding of art?
- In what ways have artistic traditions, cultural values, and social issues influenced and/ or given rise to new traditions/artistic expression?
- What can artworks tell us about a culture or society?

## Lesson Titles

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1. Oaxacan Animal Sculptures- Plaster & wire
2. Holiday Sculptures- combination pottery ceramics
3. Calder Inspired Abstract Sculptures- Taskboard & wire

## Student Learning Objectives (SLOs)

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1. Oaxacan Animal Sculptures- Students will be able to create sculptures based on Mexican Oaxacan Animal art using 3D building techniques that include plaster and wire. Students will then paint sculptures using

techniques learned.

2. Holiday Sculptures- Students will be able to create a Holiday Sculpture using combination pottery ceramic techniques like coil, pinch, and slab.

3. Calder Inspired Abstract Sculptures- Students will be able to create abstract sculptures inspired by Alexander Calder using taskboard and wire to resemble Calder-like Stables and Mobiles.

## **Standards/Indicators**

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VA.9-12.1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
VA.9-12.1.5.12prof.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12prof.Pr6	Conveying meaning through art.
VA.9-12.1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
VA.9-12.1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.

## **Career Readiness, Life Literacies, & Key Skills**

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

## **Inter-Disciplinary Connections**

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MA.9-12.4.2.12 E.1	Use techniques of indirect measurement to represent and solve problems.
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 productive citizens in local, national, and global communities.
SOC.6.1.12.D.1	History, Culture, and Perspectives
SOC.6.1.12.D.12	History, Culture, and Perspectives
WORK.9-12.9.1.12	All students will demonstrate creative, critical thinking, collaboration and problem solving

skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

WORK.9-12.9.1.12.1

Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

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

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1. Demonstration and follow-along of coil techniques.
2. Practice making decorative coils
3. Class Critique and discussion as a group.
4. Powerpoint and examples given of Coil Mugs, thumbnail designs and preliminary sketches.
5. Demonstration on proper glazing techniques and different types of glaze and stages of clay.
6. Powerpoint and examples given of Coil Mold Bowl, thumbnail designs and preliminary sketches.

### **Modifications**

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#### **At Risk Modifications**

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- 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**

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- 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**

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- 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**

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- 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**

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- 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"

## **Formative Assessment**

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- 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**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Summative Assessment**

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1. Project: Coil Mugs
2. Project: Coil Mold Bowls
3. Self Critique Evaluation Tool after each project is complete
4. Teacher Rubric Evaluation Tool after each project is complete

## **Resources & Materials**

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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**

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TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.2.12.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.12.C.CS1	The attributes of design.

