

Unit I

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

Unit Overview

Within the first 3D Arts I Unit, students are introduced to the basics of working in 3-dimensional art. Students will learn about relief sculpture versus sculpture in the round and will work with a variety of materials to create 3 dimensional artwork. They learn about the properties and history of clay and how to properly store and manage ceramic materials and works in progress. Students will learn about Romero Britto and create 3D plaster and styrofoam sculptures, they will then complete a "Pinch Pot Piggy Bank" where students will also be introduced to the basics of glazing a piece of art. They will know the differences between the different types of glaze and will understand the firing process along with the different stages of clay such as greenware, bisqueware and glazeware. The last project within the unit is a Frida Khalo inspired sugar skull foam block carvings.

Enduring Understandings

- -Creativity, innovative thinking problem solving are essential life skills that can be developed throughout life.
- -Looking at and discussing art can help us understand and appreciate diverse cultures, backgrounds and styles

Essential Questions

- -How does art and art making help us question and make sense of the world around us?
- -How does one foster creativity and innovative thinking?

Lesson Titles

1. Romero Britto Inspired Animal Sculptures- plaster & styrofoam
2. Pinch Pot Piggy Bank- ceramics
3. Day of the Dead Frida Khalo Sugar Skulls- foam block carvings

Student Learning Objectives (SLOs)

1. Romero Britto Inspired Animal Sculptures: Students will be introduced to Pop Artist Romero Britto and will learn how to work 3 dimensionally using styrofoam and plaster to create abstract animal sculptures in the style of Britto.
2. Pinch Pot Piggy Banks: Students will be able to create an original piggy bank utilizing the "double pinch pot" method building

upon techniques learned in the first lesson. Students will create thumbnail designs and will create two pinch pots to create the "body" of their piggy bank. 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.

3. Frida Khalo Sugar Skulls- Students will create sugar skulls inspired by Frida Khalo and the Day of the Dead using foam blocks and carving into them using techniques learned. Students will later paint them using acrylic paint in a Day of the Dead style.

Standards/Indicators

VA.9-12.1.5.12prof.Cr	Creating
VA.9-12.1.5.12prof.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
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.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
VA.9-12.1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.

Career Readiness, Life Literacies, & Key Skills

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

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
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

Equity Considerations

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): A study of Yayoi Kusama as an artist and her work

Materials Used: <https://hirshhorn.si.edu/kusama/yayoi-kusama/>

Addresses the Following Component of the Mandate:

- Social

Climate Change

Topic (Person and Contribution Addresses): How artists express climate change issues

Materials Used: <https://indianexpress.com/article/lifestyle/art-and-culture/artist-mel-chin-climate-change-3d-art-display-times-square-5261977/>

Addresses the Following Component of the Mandate:

- Political
- Social

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): How #D art is changing the lives of people with disabilities

Materials Used: <https://i.materialise.com/blog/en/mindware-helping-people-with-disabilities/>

Addresses the Following Component of the Mandate:

- Social

Holocaust Mandate

- Holocaust Studies

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

1. Powerpoint on basics of ceramics, origins of clay and basic handbuilding techniques.
2. Demonstration and follow-along of wedging, pinch, coil and slab hand-building techniques.
3. Practice Pinch Pot Construction and slip & score technique.
4. Class Critique and discussion as a group.
5. Powerpoint and examples given of Pinch Pot Planters, thumbnail designs and preliminary sketches.
6. Demonstration on proper glazing techniques and different types of glaze and stages of clay.
7. Powerpoint and examples given of Pinch Pot Piggy Bank, thumbnail designs and preliminary sketches.
8. Powerpoint and examples given of Sgraffito Mugs, thumbnail designs and preliminary sketches.
9. Demonstration on sgraffito techniques.

Modifications

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

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 .

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"

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

Summative Assessment

1. Project: Romero Britto Animal Sculptures
2. Project: Pinch Pot Piggy Bank
3. Project: Day of the Dead Foam Block
4. Self Critique Evaluation Tool after each project is complete
5. Teacher Rubric Evaluation Tool after each project is complete

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

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

achievements, and career aspirations by using a variety of digital tools and resources.

TECH.8.1.12.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.E

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.