

Unit III

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

Unit Overview

Within the last 3D Arts II Unit, students are able to choose which techniques to use to create 3-dimensional art. Students will be given a "problem" to solve and will be able to use whatever materials and techniques learned to solve the problem at hand. The first project is a Louise Nevelson inspired assemblage using found materials that are upcycled. Students will create a personal memory box using assemblage techniques learned. The second project students are given the choice as to which ceramic technique they would use to create a "Creative Birdhouse" Students may use coil, slab or pinch to complete the task at hand. Students will also be introduced to working with the pottery wheel and will take turns working on it while the other students complete their birdhouses. The last project students will create high-relief sculptures using metal tooling technique and plaster, gauze, and paper mache techniques learned.

Enduring Understandings

- Art is a distinct form of communication that enriches the understanding of other disciplines.
- Art media, techniques and processes work together to create works of art.
- The process of sharing and reflecting enables one to better understand and appreciate art.

Essential Questions

- How can art influence our understanding of other disciplines?
- How do artists use tools and techniques to express their ideas?
- Why do we need visual art terminology when responding to art?

Lesson Titles

1. Assemblage Louise Nevelson inspired
2. Creative Birdhouses & Potter Wheel introduction
3. Metal Embossing Relief Sculpture

Student Learning Objectives (SLOs)

1. Assemblage Louise Nevelson inspired-In this particular lesson plan, students will look closely at the work

of Louise Nevelson, known for her abstract sculptures made from cast-off pieces of wood — actual street “throwaways” — uniformly coated with black or white spray paint. Students will create their own assemblages from wood pieces and other cast-off objects on a panel.

2. Creative Birdhouses & Potter Wheel introduction- Students will be able to use combination pottery and a potters wheel to create a creative birdhouse using ceramic handbuilding techniques learned.

3. Metal Embossing Relief Sculpture-Use the specific elements & principles of art to create a mask with non-objective or abstract design in foil relief (repousse).

Standards/Indicators

VA.9-12.1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
VA.9-12.1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12adv.Pr6	Conveying meaning through art.
VA.9-12.1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
VA.9-12.1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
VA.9-12.1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities.

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.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.

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

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

Alternative Assessments

Alternative assessments:

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

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

Projects, Self Critique Evaluation Tool after each project is complete

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.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.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.