

Unit I

Content Area: **Fine and Performing Arts**
Course(s): **Ceramics and Crafts II**
Time Period: **February**
Length: **10 weeks**
Status: **Published**

Unit Overview

Within the first Unit of 3D Arts 2 students will be working with a variety of mediums they have not worked with yet. The first medium is cardboard, students will be creating a 3D Replica painting of a famous painting of their choice. Students will research the artist and time period and will use relief sculpture techniques learned. Students will later in the unit create a Pop Art Food Sculpture in either clay or paper mache to create Wayne Thiebaud and Claus Oldenberg inspired food sculptures. The last project of the unit students will work with yarn and string to use line to create a Geometric String art on corkboard.

Enduring Understandings

- -Artists continually develop their work and skills through practice, constructive feedback, reflection and revision
- Using visual arts terminology allows us to communicate our personal response to artwork.

Essential Questions

- -- How can reflecting on your own work help you improve as an artist?
- -How does an artist choose which materials and techniques might best communicate an idea?
- -How does art and art making help us question and make sense of the world around us?

Lesson Titles

1. Cardboard 3D Replica Painting
2. Pop Art Food Sculpture
3. Geometric String Art

Standards/Indicators

VA.9-12.1.5.12adv.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
VA.9-12.1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic

practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

VA.9-12.1.5.12adv.Cr2a

Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

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).

Inter-Disciplinary Connections

MA.9-12.4.2.12 E.1	Use techniques of indirect measurement to represent and solve problems.
SOC.K-12.6.1	All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography and economics.
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.

Equity Considerations

LBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): LGBT artists to study

Materials Used: <https://www.apiwho.design/>

Addresses the Following Component of the Mandate:

- Social

Climate Change

Topic (Person and Contribution Addresses): Interactive art displays to show the impact of climate change

Materials Used: <https://www.mic.com/impact/artists-are-creating-interactive-music-videos-to-show-the-effects-of-climate-change-82853836>

Addresses the Following Component of the Mandate:

- Political
- Social

Holocaust Mandate

Topic (Person and Contribution Addresses): Gender inequality in art

Materials Used: <https://www.zippia.com/3d-artist-jobs/demographics/>

Addresses the Following Component of the Mandate:

- Bias
- Prejudice

Asian American Pacific islander Mandate

Topic (Person and Contribution Addresses): AAPI individuals famous for design

Materials Used: <https://www.apiwho.design/>

Addresses the Following Component of the Mandate:

- Social

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

1. Powerpoint on non-functional ceramic Sculptures & Pop Artist Wayne Thiebaud.
2. Thumbails and research of food items to emulate in sculpture.
3. Class Critique and discussion as a group.
4. Powerpoint and examples given of Animal Sculpture, 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 Abstract Sculpture, thumbnail designs and preliminary sketches.
7. Demonstration on sponging and spattering 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"

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

1. Project: Pop Art Food Sculpture
2. Project: Animal Sculpture
3. Project: Abstract Sculpture
4. Self Critique Evaluation Tool after each project is complete
5. 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.8.2.12.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.12.C.CS1	The attributes of design.
TECH.8.2.12.D.3	Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.
TECH.8.2.12.D.CS1	Apply the design process.
TECH.8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.