

Unit II

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

Unit Overview

Within the second 3D Arts II Unit, students are introduced to sgraffito. Students will create a mug using the slab technique and then will glaze them and sgraffito. Students will also learn how to create corrugated cardboard portraits. These are more advanced projects that students will build upon what was previously learned. The final project of the unit students will incorporate glass fusion into ceramic projects and will create ceramic birdbaths. Students will use the elements of art and principles of design to build and paint these projects.

Enduring Understandings

- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- Creative expression allows an artist to express a personal response to inner and external prompts, think “outside the box,” and express our deeper concerns.
- Exploring visual relationships, aesthetics, and the relationship between form and space helps develop an understanding of the world around us.

Essential Questions

- What is the value of understanding and participating in the creative process?
- What is the role of Fine Arts in past and present cultures?
- Why do people past and present feel compelled to make art?

Lesson Titles

1. Sgraffito mugs- ceramics
2. Corrugated cardboard portraits
3. Birdbaths- ceramics & glass

Student Learning Objectives (SLOs)

1. Sgraffito mugs- Students will be able to draw a preliminary sketch planning a personal vision for their set of cups, Construct a set of at least four cups (teacups, mugs, or tumblers) out of clay (4 inch height minimum), Embellish their set of cups using appliqued or incised texture or sgraffito finishes, Add color to the bisque clay pieces using food-safe glazes.
2. Corrugated cardboard portraits-Develop a self portrait using an image of yourself, a word that reflects who you are, and cardboard. Any photo that shows a true likeness of your face can be used. A sheet of cardboard will be your canvas. The goal is to use a subtractive and additive method to develop a portrait using the layers of corrugated cardboard.
3. Birdbaths- ceramics & glass- Students will ne able to construct a bird bath and bird out of ceramics using pinch pot and hand building methods of construction. Students will later use glass beads to melt down in the kiln that will look like actual water in the birdbath.

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.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
VA.9-12.1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

Inter-Disciplinary Connections

	Integration of Knowledge and Ideas
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
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.2	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.

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).

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

1. Powerpoint and examples given of Spring Baskets, thumbnail designs and preliminary sketches.
2. Demonstration on weaving strips of clay into a basket shape on a mold bowl.
3. Powerpoint and examples given of Creative teapots, thumbnail designs and preliminary sketches.
4. Powerpoint and examples given of Texture vases, thumbnail designs and preliminary sketches.
5. Powerpoint and examples given of Creative Birdhouses, thumbnail designs and preliminary sketches.
6. Critique of finished works.

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
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- Balance routine and novelty
 - Debrief students after activities
 - Direct teaching and/or assistance for organization, social skills/peer interactions
 - Examples provided- former students work and teacher samples for better understanding of expected outcomes
 - Involve students in goal setting and rubric development
 - Teacher Modeled Instructions
 - Use multi-sensory approaches

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

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: Spring Basket
2. Project: Creative Teapots
3. Project: Texture Vases
4. Project: Creative Birdhouse
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.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.A.CS1	Understand and use technology systems.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.2.12.D.CS1	Apply the design process.