2021- Unit 3: Ceramics

Content Area: **Fine and Performing Arts**
Course(s): **Exploratory Art**
Time Period: **September**
Length: **15 Days**
Status: **Published**

Unit Overview:

In this unit, students will be introduced to ceramics and learn basic handbuilding techniques. The main project for this unit will be creating a pinch pot(s). Students will learn about the Stages of Clay, associated vocabulary, tools, techniques, and studio etiquette. Students will also learn about the utilitarian and non-utilitarian function of clay across several different cultures, including Mexican, Islamic, African, Chinese, Japanese, and Korean. Students will explore the various purposes clay serves in our everyday lives.

Essential Questions:

- What are the 5 Stages of Clay?
- What are the contributions to clay from various cultures?
- What is a pinch pot and how is it made?
- What is the difference between utilitarian and non-utilitarian productions?
- How does handbuilidng differ from other forms of pot making?
- How does intent and personal/cultural aesthetics influence one's art-making?

[Essential Question] - What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

[Essential Question] - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

[Essential Question] - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Enduring Understandings:

[Enduring Understanding] - Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative

art-making goals.

[Enduring Understanding] - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

[Enduring Understanding] - Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Standards/Indicators/Student Learning Objectives (SLOs):

VA.6-8.1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
VA.6-8.1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
VA.6-8.1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
VA.6-8.1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
VA.6-8.1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
VA.6-8.1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
VA.6-8.1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
VA.6-8.1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
VA.6-8.1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
VA.6-8.1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

Lesson Titles:

Lesson 1: Introduction to the Stages of Clay and Vocabulary

Lesson 2: Clay Across Cultures/ Handbuilding Techniques Throughout Time

Lesson 3: Pinch Pots/ Demonstration/ Clay studio Ettiquette

Lesson 4: Creating a Pinch Pot

Lesson 5: Glazing Ceramics

Career Readiness, Life Literacies, and Key Skills:

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
TECH.9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Inter-Disciplinary Connections:

LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
LA.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
MA.7.G.A	Draw, construct, and describe geometrical figures and describe the relationships between them.
MA.7.G.A.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.

Equity Considerations

Climate Change Mandate

Topic - Cultural Perspectives on Sustainability

- Indigenous pottery traditions - Explore how indigenous cultures around the world have used clay sustainably for centuries, incorporating natural materials, firing methods, and designs that respect the environment.
- Japanese Kintsugi - Discuss the Japanese art of repairing broken pottery with gold, highlighting the value of repair, resilience, and appreciating imperfections in a way that resonates with sustainable practices.
- Mexican alfarería - Learn about traditional Mexican pottery practices that utilize local clay sources, natural glazes, and firing methods passed down through generations.

Addresses the Following Component of the Mandate: The political, economic, and social impact of climate change, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

The National Museum of the American Indian - Explore exhibits and resources on pottery-making traditions of various Native American tribes, showcasing sustainable practices and their connection to the environment.

The Indigenous Artists' Alliance of New Mexico - Discover contemporary indigenous ceramic artists who incorporate traditional techniques and natural materials into their work, focusing on sustainability and cultural expression.

Kintsugi Japan - This website provides a comprehensive English guide to Kintsugi, its history, symbolism, and practical techniques, highlighting its message of resilience and adaptability relevant to environmental

challenges.

The Smithsonian Center for Folklife and Cultural Heritage - Explore their resources on Mexican pottery traditions, including alfarería, highlighting the use of local clays, natural materials, and traditional firing methods.

Asian American Pacific Islander Mandate

LGBTQ & Disabilities Mandate

Amistad Mandate

Holocaust Mandate

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

- Students will define the 5 stages of clay
- Students will be able to identify the stages of clay based on the textural qualities of each
- Students will be able name and differentiate among the various tools used
- Students will collect and organize ideas for their work
- Students will sketch a "blueprint" for their work
- Students will assemble the clay using appropriate techniques
- Students will estimate the amount of clay needed and the sizing of different parts needed
- Students will apply glaze to fired projects
- Students will evaluate and critque their work via a self-rubric

Modifications

ELL Modifications:

- Create alternate rubrics for assessments
- Focus on domain specific vocabulary and keywords
- Use real objects when possible
- Offer alternate/modify assignments and assessments
- Read aloud assessments-Repeat, reword, clarify
- Digital translators
- Use of online resources provided in both English and native language

IEP & 504 Modifications:

- Create alternate rubrics for assessments
- Offer alternate/modify assignments and assessments where possible
- Read aloud assessments
- Repeat, reword, clarify
- Use graphic organizers
- Use of online resources with instruction
- Use visuals

G&T Modifications:

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning
- Provide additional rigorous challenge problems for advanced students
- Modeling
- Refrain from having them complete more work in the same manner
- Determine where students' interests lie and capitalize on their inquisitiveness
- Encourage students to make transformations- use a common task or item in a different way
- Higher level discussion questions
- Student led/directed discussions

At Risk Modifications

- Guided notes
- Outlines & graphic organizers
- Study guides
- Academic Enrichment
- Modeling
- Non-verbal redirection of behaviors
- Retesting
- Review, restate, reword directions
- Slower pacing of materials
- Study guides
- Visuals

Technology:

-Chromebooks

-Promethean Board

-Google Classroom

-Google Slides

-Google Forms

TECH.8.1.8	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.8.2.8.C	Design: The design process is a systematic approach to solving problems.

Formative Assessment:

- Warm Up
- Anticpatory Set
- Closure
- Class Discussion
- In Class Observation
- Stages of Clay quiz
- Quizlet Vocabulary

- Anticipatory Set
- Closure
- Warm-Up

Summative Assessment:

- Pinch Pots
- Ceramics Survey
- Self-Rubric

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials:

Google Slides

Chromebooks/Internet

Drawing Paper/ Pencils

Clay

Clay tools

Glaze

Kiln