2021 Unit 3: Ceramics

Content Area: **Fine and Performing Arts**
Course(s): **Exploratory Art**
Time Period:
Length: **12-15 Days**
Status: **Published**

Unit Overview:

In this unit, students will build upon the skills learned in the ceramics project of Art 7. The main project for this unit will be the creation of a Coil Pot. Students will review the Stages of Clay, 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 coil 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 and cultural aesthetics influence one's art-making?

- Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?
- How do artists and designers care for and maintain materials, tools and equipment?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- 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 work?
- How does art help us understand the lives of people of different times, places and cultures?
- How does art preserve aspects of life?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- What factors prevent or encourage people to take creative risks?
- What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities?
- Where and how do we encounter visual arts in our world?

Enduring Understandings:

- Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.
- Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Creativity and innovative thinking are essential life skills that can be developed.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- People evaluate art based on various criteria.

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.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.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
VA.6-8.1.5.8.Re9a	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
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.
VA.6-8.1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

Lesson Titles:

Lesson 1: Reviewing the Stages of Clay and Vocabulary

Lesson 2: Clay Across Cultures/ Handbuilding Techniques Throughout Time

Lesson 3: Coil Pots/ Demonstration/ Clay studio Ettiquette

Lesson 4: Creating a Coil 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.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.
TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

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.

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.

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.

LGBTQ & Disabilities Mandate

Topic: Representation and Identity

Featured artists and diverse perspectives - Introduce students to LGBTQ+ and Disabled artists who work with clay, like Betty Woodman, David Drake, or Caroline Kennard. Analyze how their work reflects their unique perspectives and challenges traditional ceramic forms and functions.

Self-expression through form and decoration - Encourage students to design coil pots that express their individual identities and experiences, including aspects of their LGBTQ+ or Disabled background, if they feel comfortable. This could involve using specific colors, symbols, textures, or shapes that resonate with them.

Topic: Cultural Perspectives and Inspiration

Diverse ceramic traditions - When exploring the utilitarian and non-utilitarian functions of clay across cultures, focus on showcasing diverse perspectives and highlight LGBTQ+ and Disabled artists or traditions within each culture.

Contemporary interpretations - Include examples of contemporary ceramic artists who reimagine coil building and challenge traditional functions.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people , as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

Archie Bray Foundation - Features residencies and exhibitions showcasing diverse ceramic artists, including LGBTQ+ and Disabled artists exploring cultural traditions and identities in their work.

The Metropolitan Museum of Art - Explore the Met's collection and online resources on global ceramic traditions, highlighting LGBTQ+ and Disabled artists' contributions to cultural expression through clay.

Ceramic Art London - Features online articles, interviews, and exhibitions showcasing contemporary ceramic artists pushing boundaries and reimagining traditional techniques like coil building.

Asian American Pacific Islander Mandate

Holocaust Mandate

Amistad 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

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:

- Coil Pot
- 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

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.