Unit 1: Clay

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **8-10 Weeks**
Status: **Published**

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12adv.Cr	Creating
1.5.12adv.Cr1	Generating and conceptualizing ideas.
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
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.
1.5.12adv.Cr2	Organizing and developing ideas.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
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.
1.5.12adv.Cr3	Refining and completing products.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12adv.Pr	Presenting
1.5.12adv.Pr4	Selecting, analyzing, and interpreting work.
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.
1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
1.5.12adv.Pr6	Conveying meaning through art.
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.
1.5.12adv.Re	Responding
1.5.12adv.Re7	Perceiving and analyzing products.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
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.
1.5.12adv.Re8	Interpreting intent and meaning.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and

	defend a plausible critical analysis.
1.5.12adv.Re9	Applying criteria to evaluate products.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12adv.Cn	Connecting
1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Brief Summary of Unit

The students will develop a more in-depth understanding of clay. Discussions of the historical significance of totem poles in addition to studying contemporary ceramic artists will be used as inspiration for individual project ideas. Students will be working collaboratively to develop a cohesive totem pole. Each section of the totem must be able to aesthetically stand on its own and work cohesively with other students work. Students will develop necessary skills and vocabulary required to create a section of the totem pole. Emphasis will be placed on refining basic skills to produce work that is more complex and mature. A variety of glazing/decorating techniques will be explored.

Essential Questions/Enduring Understandings

● How does proper technique affect the outcome of the final product?

● How does the understanding of the clay process develop one's individual sense of aesthetics?

● How does the artistic process change when working with others?

● How do history and culture affect art? How does art affect history and culture?

● Clay objects have been used in numerous cultures for the purpose of utility, decoration, religious and artistic expression.

● Technical skill is required in the manipulation of clay to achieve desired results

● Individualized results will occur due to the specialized properties of clay.

● Collaboration is necessary between all students to create a cohesive artistic piece.

● Students will be able to independently use their learning to master the craft process, which will contribute to the artistic and creative growth of the individual.

● Students will be able to independently use their learning to critically analyze creative works in the real

world.

● Students will be able to view art and different cultures with greater perspective and empathy.

Students Will Know/Students Will Be Skilled At

● How to construct a totem section and integrate the appropriate theme into their work

● How to utilize various tools and techniques needed to create a totem

● How to identify, explain, and articulate the key terms associated with the selected processes, techniques, and media: e.g. calipers, stamping, ribbon tool, serrated rib, etc.

● The sequence required to making and glazing a clay piece

● That being a ceramicist is a viable career option

● Expressing their creative vision

● Explaining their creative works

● Defending their creative ideas

● Providing evidence to defend their creative ideas

● Collaborating with several team members

● Constructing, embellishing, glazing their clay pieces

Learning Plan

● Preview the essential questions and connect to learning throughout the unit.

● Presentation of clay properties and historical significance.

● Viewing of DVD and YouTube video clips of clay hand building techniques.

● Lecture and discussion of contemporary clay artists and student work.

● Demonstration of hand building techniques.

Teacher presentation and introduction to the lessons (may include one or more of the following: books, video, powerpoint presentation, and learning activities.)

● Presentation of the vocabulary.

● Students examine a variety of artwork through samples, books and Internet sources for inspiration.

● Brainstorm ideas and create thumbnail sketches for clay piece.

● Encourage students to use arts language when communicating about artwork

● Students will reflect on their art making process and analyze what works well and what doesn't.

● Students will consider how their section of the totem relates to the other students sections and how the totem works as a whole artwork.

● Individualized critiques throughout the entire process.

● Students will reflect on their art making process in groups during the critique process.

● Students will complete process test and rubric.

Evidence/Performance Tasks

Fine Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression in the course may be demonstrated in divergent ways through the Artistic Process of Creating, Presenting/ Producing, Connecting, and Responding.

Tasks will include:

● Working with group members to develop an overarching theme for the Totem.

● Completing brainstorming and thumbnail sketches for viable totem design.

● Creating a totem with surface design.

● Creating a totem using one of the clay hand building methods demonstrated in class.

● Correctly and consistently utilizing the specific vocabulary associated with clay processes and techniques.

● Meaningfully participating in group critiques based on elements and principles of design.

● Completing the rubrics for their individual project.

● Taking the process test.

Materials

The materials used in this course allow for the intergration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Clay, Glazes, Brushes, Plastic Bags, Acrylic Sheets, Clay tools, Slab Roller, Poles, Cement, Kiln, Computer, Printer, Audio/Video Equiptment and Technology

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:
Fine Arts Accommodations & Modifications

• one-to-one instruction and assistance

• cooperative learning groups

• study partners

• additional time on task

• alternative outcome options

• assessment based on individual development in the area of study

• images and visual aids

• handouts of notes, procedures, processes, diagrams, etc.

• preferential seating

• audio tape of instruction

• reading material modified to student level

• testing materials appropriate to student level

• revised techniques, use of tools and media in hands-on activity

. Follow IEP and 504 plans