

Unit 6: Potter's Wheel Introduction

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **1 Week**
Status: **Published**

Standards

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

VA.9-12.1.5.12acc.Cr	Creating
VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
VA.9-12.1.5.12acc.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
VA.9-12.1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
VA.9-12.1.5.12acc.Cr3	Refining and completing products.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
VA.9-12.1.5.12acc.Pr	Presenting
VA.9-12.1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
VA.9-12.1.5.12acc.Pr6	Conveying meaning through art.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
VA.9-12.1.5.12acc.Re	Responding
VA.9-12.1.5.12acc.Re7	Perceiving and analyzing products.
VA.9-12.1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA.9-12.1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
VA.9-12.1.5.12acc.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA.9-12.1.5.12acc.Re9	Applying criteria to evaluate products.
VA.9-12.1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
VA.9-12.1.5.12acc.Cn	Connecting

VA.9-12.1.5.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
VA.9-12.1.5.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
VA.9-12.1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

Brief Summary of Unit

Students will experience the steps involve in using the Potter's Wheel.

Transfer

Essential Questions

- Historically, how has the Potter's Wheel been used in various cultures?
- What effect did the invention of the Potter's Wheel have on society?

Essential Understandings

- clay objects have been used in numerous cultures for the purpose of utility, decoration, religious and artistic expression.
- mass production of clay objects was made possible because of the Potter's Wheel.
- technical skill is required in the manipulation of clay to achieve desired results on the Potter's Wheel.
- works of clay can be pure art forms or utilitarian. They can also be both.

Students Will Know

- how to manipulate clay on the Potter's Wheel..
- key terms associated with the selected processes, techniques, and media: e.g. throwing, collaring, cupping, raising a wall, etc
- sequence of the steps when working on a Potter's Wheel.
- the various tools and techniques needed to create a vessel.

Students Will Be Skilled At

Evidence/Performance Tasks

- • answer the essential questions.
- • complete the rubric.
- • correctly and consistently utilize the specific vocabulary associated with clay processes and techniques.
- • create a simple thrown vessel.
- • meaningfully participate in group critiques based on elements and principles of design.

Learning Plan

- • Begin wheel throwing process working to completion of the vessel.
- • Demonstration of wheel throwing techniques.
- • Glazing of bisque pieces.
- • Group critique of finished artworks.
- • Group critique of finished vessels based on elements and principles of design.
- • Individualized instruction throughout the wheel throwing process.
- • Large and small group demonstration of basic wheel throwing techniques. Visual aids of finished sample pieces to be included in demonstration.
- • Preview the essential questions and connect to learning throughout the unit.
- • Students and teacher work to create assessment criteria.
- • Viewing of DVD and YouTube video clips of wheel throwing techniques.

Materials

Suggested Strategies for Modifications

- • additional time on task
- • alternative outcome options
- • assessment based on individual development in the area of study
- • audio tape of instruction
- • cooperative learning groups
- • handouts of notes, procedures, processes, diagrams, etc.

- • images and visual aids
- • one-to-one instruction and assistance
- • preferential seating
- • reading material modified to student level
- • revised techniques, use of tools and media in hands-on activity
- • study partners
- • testing materials appropriate to student level