# 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

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| 1.5.12acc.Cr | Creating |
| 1.5.12acc.Cr1 | Generating and conceptualizing ideas. |
| 1.5.12acc.Cr1a | Individually and collaboratively formulate new creative problems based on student's existing artwork. |
| 1.5.12acc.Cr2 | Organizing and developing ideas. |
| 1.5.12acc.Cr2a | Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. |
| 1.5.12acc.Cr2b | Demonstrate awareness of ethical implications of making and distributing creative work. |
| 1.5.12acc.Cr2c | Redesign an object, system, place, or design in response to contemporary issues. |
| 1.5.12acc.Cr3 | Refining and completing products. |
| 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. |
| 1.5.12acc.Pr | Presenting |
| 1.5.12acc.Pr4 | Selecting, analyzing, and interpreting work. |
| 1.5.12acc.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| 1.5.12acc.Pr5a | Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. |
| 1.5.12acc.Pr6 | Conveying meaning through art. |
| 1.5.12acc.Pr6a | Make, explain and justify connections between artists or artwork and social, cultural and political history. |
| 1.5.12acc.Re | Responding |
| 1.5.12acc.Re7 | Perceiving and analyzing products. |
| 1.5.12acc.Re7a | Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. |
| 1.5.12acc.Re7b | Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences. |
| 1.5.12acc.Re8 | Interpreting intent and meaning. |
| 1.5.12acc.Re8a | Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. |
| 1.5.12acc.Re9 | Applying criteria to evaluate products. |
| 1.5.12acc.Re9a | Determine the relevance of criteria used by others to evaluate a work of art or collection of works. |
| 1.5.12acc.Cn | Connecting |

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| 1.5.12acc.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| 1.5.12acc.Cn10a | Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking. |
| 1.5.12acc.Cn11 | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. |
| 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. |
| 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