

# Unit 6: Potter's Wheel Introduction

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

## Standards

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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**

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

## **Transfer**

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## **Essential Questions**

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- • 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**

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- • 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**

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- • 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**

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### **Evidence/Performance Tasks**

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- • 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**

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- • 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**

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### **Suggested Strategies for Modifications**

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- • 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