

# Unit 3: Storing Clay

Content Area: **Art**  
Course(s): **Ceramics**  
Time Period: **1st Marking Period**  
Length: **1 Week**  
Status: **Published**

## Unit Overview

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Students will be introduced to the proper way to store clay so that it is kept at the proper moisture level.

VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.12.D.CS2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.

## Transfer

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Students will be able to independently use these skills to become a successful student in the ceramics room.

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## Meaning

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## Understandings

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Students will understand.

- What materials are needed to store clay.
- What is the proper way to store clay.
- Why it is important keep clay at the proper moisture level.
- How this will help their work.

## **Essential Questions**

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Students will keep considering...

- How this will help them?
- Why this is important?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- How to keep their clay at the proper moisture levels.
- How to store the clay they are working with.
- How to fix clay that may not be at the proper moisture level.
- What materials are needed to achieve this.

### **Students will be skilled at...**

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Students will be skilled at...

- Storing clay.
- Keeping clay at the proper moisture level.

## **Academic Vocabulary**

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- Leather hard
- Short

- Wedging

## Learning Goal

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Students will be able to store a considerable amount of clay I their own while keeping the clay at the proper moisture level.

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.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.12.D.CS2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.

## Target 1-- Level 4 Knowledge Utilization

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SWBAT: Keeping clay at the proper moisture level.

- Keeping clay at the proper moisture level.

VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual
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art.

## **Target 2-- Level 4 knowledge Utilization**

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SWBAT: Reclaiming Clay

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- Reclaiming Clay

VPA.1.3.12

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

## **Target 3-- Level 3 Analysis**

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SWBAT: Packing clay for long term storage.

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- Packing clay for long term storage.

VPA.1.3.12

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

## **Target 4-- Knowledge Utilization**

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SWBAT: Materials to use for storing.

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- Materials to use for storing

VPA.1.3.12

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual

VPA.1.3.12.D.CS2

art.

Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.

## **Summative Assessment**

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Daily use

## **21st Century Life and Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

## **Formative Assessment and Performance Opportunities**

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1. Class Participation.
2. Teacher observation.

## **Differentiation / Enrichment**

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### **Differentiation:**

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. vocabulary lists.
3. Note-taking devices.

### **Enrichment:**

2. Students will be provided with handouts on relative topics.
3. Provide students with supplemental resources to expand knowledge base.

4. Create opportunities for deeper learning.

## Unit Resources

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- Clay
- spray bottle
- t-shirt
- Trash bag

## Interdisciplinary Connections

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SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3	Critical Thinking