

Unit 7: Slab Project

Content Area: **Art**
Course(s): **Ceramics**
Time Period: **2nd Marking Period**
Length: **6 Week**
Status: **Published**

Unit Overview

Students will be introduced to the first of the three hand building techniques: Slab

VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
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.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.

Transfer

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

Meaning

Understandings

Students will understand.

- How to properly build with slab.
- How to create the shape they want with the slab technique.
- How to design with Slab.
- All of the other skill that are along with slab.

Essential Questions

Students will keep considering...

- How they can apply this technique to later projects.
- Why this is important.

Application of Knowledge and Skill

Students will know...

Students will know...

- How to properly build with slab.
- How to create the shape they want with Slab.
- All of the other skill that are along with Slab.

Students will be skilled at...

Students will be skilled at...

- Slab technique
- Slipping and scoring

- Slab design

Academic Vocabulary

- Needle
- Scoring
- Slab
- Slip
- Wedging

Learning Goal

Students will be able to create and build with Slabs while gaining the information about when this technique is best and appropriate.

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.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their 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.

VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
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.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.

Target 1-- Level 4 Knowledge Utilization

SWBAT: How to create even sturdy Slabs

- How to create even sturdy Slabs

VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
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 2-- Level 4 Knowledge Utilization

SWBAT: How to Slip and Score slabs together.

- How to Slip and Score slabs together.

VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

Target 3-- Level 4 Knowledge Utilization

SWBAT: How to create forms with slabs.

- How to create forms with slabs.

VPA.1.3.12.D.CS1 How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.

VPA.1.4.12.A.CS1 Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.

Target 4-- Level 4 Knowledge Utilization

SWBAT: How to know when the slab technique is best.

- How to know the slab technique is best.

VPA.1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

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.

Summative Assessment

Critique.

21st Century Life and Careers

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

Class participation.

Differentiation / Enrichment

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

- clay
- rolling pin
- slip
- tools

Interdisciplinary Connections

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