Unit 8: Glazing

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

Unit Overview

Students will be introduced to Glazing and color.

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.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.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.3.12.D.CS5	Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.
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 glazing works

- The proper way to apply glazes

- How not to mix glaze

- The color scale

- Color theory

Essential Questions

Students will keep considering...

- How color is important.

- What colors are appropriate for each project.

- How at assess what colors are appropriate for a project.

Application of Knowledge and Skill

Students will know...

Students will know...

- How color is important.

- What colors are appropriate for each project.

- How at assess what colors are appropriate for a project.

Students will be skilled at...

Students will be skilled at...

- Glazing

- 	Making appropriate color combinations

- 	Understanding color

Academic Vocabulary

- Brush
- Glaze
- Glaze fire

Learning Goal

Students will learn the process of glazing. They will learn how glazes react and how to avoid mixing and dripping issues.

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.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.
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Target 1-- Level 4 Knoelwdge Utilization

SWBAT: How to apply glaze

- How to apply glaze

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Target 2-- Level 4 Knowledge Utilization

SWBAT:How to avoid mixing glazes.

- How to avoid mixing glazes.

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.1.3.12.D.CS5	Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.

Target 3-- Level 4 Knowledge Utilization

SWBAT: How to avoid glazes dripping.

- How to avoid glazes dripping.

| 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.1.4.12.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 the glazes are sometimes cemical reactions

- How the glazes are sometimes cemical reactions

| 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.CS5 | Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style. |

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 knowedge base.

4. Create opportunities for deeper learning.

Unit Resources

- bisqueware
- brush
- glaze

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