

# Unit 10: Pinch

Content Area: **Art**  
Course(s): **Ceramics**  
Time Period: **3rd Marking Period**  
Length: **6 Week**  
Status: **Published**

## Unit Overview

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

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| 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

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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.

- How to properly build with pinch.
- How to create the shape they want with the pinch technique.
- How to design with pinch.
- All of the other skills that work along with pinch.

### **Essential Questions**

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Students will keep considering...

- How they can apply this technique to later projects.
- 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 properly build with pinch.
- How to create the shape they want with pinch.
- All of the other skill that are along with pinch.

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

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Students will be skilled at...

- Slab technique
- Slipping and scoring

- Slab design

## Academic Vocabulary

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- Pinch
- Wedging

## Learning Goal

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Student has a full understanding of how the pinch technique works and how to manipulate work together with other techniques.

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| 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.  |
| 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 1 Retrieval**

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SWBAT: Rolling a coil.

- Rolling a coil.

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 1 Retrieval**

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SWBAT: Slip and score

- Slip and score

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**

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SWBAT: Building forms with coil.

- Building forms with coil.

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.

## Target 4-- Level 4 Knowledge Utilization

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SWBAT: Making coils secure.

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- Making coils secure

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.

## Summative Assessment

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Critique.

## 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.

CRP.K-12.CRP11

Use technology to enhance productivity.

## Formative Assessment and Performance Opportunities

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Class participation.

## 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

### **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  |