

Unit 5: Drying a Project

Content Area: **Art**
Course(s): **Ceramics**
Time Period: **2nd Marking Period**
Length: **1 Week**
Status: **Published**

Unit Overview

Students will be introduced to the proper way to dry a project without cracking or breaking.

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.

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 dry a project.
- How to avoid cracking.
- How to avoid breaks.

- What materials are needed.

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 dry a project without breaks or cracks.
- What materials are necessary to be successful with this.

Students will be skilled at...

Students will be skilled at...

- Drying projects.
- Avoiding crack.
- Avoiding breaks.
- Creating a successful piece of art.

Academic Vocabulary

- Bisque
- Bone dry
- Leather hard
- Short

Learning Goal

Students will be able to dry their project properly without any cracking to breaking.

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.
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.
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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 1-- Level 4 Knowledge Utilization

SWBAT: Wrap project appropriately to help the drying process

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- Wrap project appropriately to help the drying process

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.

Target 2-- Level 4 Knowledge Utilization

SWBAT: Avoid projects drying too quickly.

- Avoid projects drying too quickly.

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 4 Knowledge Utilization

SWBAT: Avoid cracking and breaking

- Avoid cracking and breaking

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 4-- Level 4 Knowledge Utilization

SWBAT: Fixing drying mistakes.

- Fixing drying mistakes.

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.

Summative Assessment

Daily Use.

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

1. Critique.
2. 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

- board
- clay
- spray bottle
- trashbag

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