

Unit 6: Firing Project

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

Unit Overview

Student will be introduced to the proper way to prepare a piece of clay for firing without explosions.

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.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.

- Air bubbles will cause explosions.
- Firing a piece that is wet will cause explosions.
- Firing bisque too quickly will cause explosions.

Essential Questions

Students will keep considering...

- How will this apply to every project.
- Why this is important.

Application of Knowledge and Skill

Students will know...

Students will know...

How to avoid explosions and the techniques they can use.

Students will be skilled at...

Students will be skilled at...

- Hollowing project.
- Avoiding air bubbles.
- Checking for bone dry.

Academic Vocabulary

- Bisque fire
- Bone dry
- Firing
- Glaze fire
- Greenware

- Kiln
- Shelves
- Stilts

Learning Goal

Students will learn the process and steps that go along with firing ceramics along with how to avoid explosions, crack and brakes.

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.1.3.12	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.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: Avoiding air bubbles

• Avoiding air bubbles	
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.
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Target 2-- Level 4 Knowledge Utilization

SWBAT: Hollowing a solid piece.

- Hollowing a solid piece.

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.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: Checking for Bone dry.

- Checking for Bone dry.

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.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: The difference between Bisque firing and Glaze firing and the time they take.

- The difference between Bisque firing and Glaze firing and the time they take.

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,

VPA.1.3.12.D.2

music, theatre, and visual art.

Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

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

Class Participation

Teacher observation

Accommodations/Modifications

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. vocabulary lists.
3. Note-taking devices.
4. Lesson notes in native language.

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.

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