

# Unit 4: Slab/Coil/Relief Project

Content Area: **Art**  
Course(s): **Generic Course, Ceramics**  
Time Period: **1st Marking Period**  
Length: **6 Week**  
Status: **Published**

## Unit Overview

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Students will be introduced to using three hand building techniques as one.

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 slab.
- How to properly build with Coil.
- How to properly work with Relief.
- How to create the shape they want with the all three technique.
- How to design with all three techniques.
- All of the other skill that are along with using these techniques.

### **Essential Questions**

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Students will keep considering...

- How they can apply these 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 understand.

- How to properly build with slab.
- How to properly build with Coil.
- How to properly work with Relief.
- How to create the shape they want with the all three technique.
- How to design with all three techniques.
- All of the other skill that are along with using these techniques.

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

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Students will be skilled at...

- Slab technique
- Coil technique
- Releif technique
- Slipping and scoring
- Mixed technique design.

## **Academic Vocabulary**

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- coil
- Needle
- Releif
- Scoring
- scrafito
- Slab
- Slip
- Wedging

## **Learning Goal**

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Students will be able to create and build with Slab/Coil/Releif while gaining the information about when each 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.
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## **Target 1-- Level 4 Knowledge Utilization**

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SWBAT: How to create even sturdy Slab and Coils that can be used to build a strong structure that can maintain relief.

- How to apply relief
- How to create even sturdy coils
- 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**

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SWBAT: How to Slip and Score to put everything together.

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- How to slip and score everything 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**

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SWBAT: How to create forms with these techniques.

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- How to create a form using these techniques.

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**

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SWBAT: How to know when each of these techniques are appropriate.

- How to know when each technique is appropriate.

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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**

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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.

## **Formative Assessment and Performance Opportunities**

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Class participation.

## **Accommodations/Modifications**

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### **Differentiation:**

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. vocabulary lists.
3. Video Links.
4. Hands on demo with students.
5. Extended dead line for project.

### **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**

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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