

# Unit 10: Mold project

Content Area: **Art**  
Course(s): **Generic Course, Ceramics**  
Time Period: **2nd Marking Period**  
Length: **6 Week**  
Status: **Published**

## Unit Overview

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Students will be introduced to creating a piece from a plaster Mold

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 a piece from a mold.
- How to add to a piece from a mold.
- How to build a mold.
- All of the other skills that go along with mold making.

### **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 a piece with a mold.
- All of the other skill that go along with mold building and use.

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

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Students will be skilled at...

- Mold technique
- Other techques that work along with Molds

## Academic Vocabulary

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- Mold
- Wedge

## Learning Goal

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Students is able to successfully create an extremely complicated piece that has many hollow areas and connections that could be fired without any explosions, cracking or braking.

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.
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## Target 1-- Level 3 Analysis

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SWBAT: Learning how molds work.

- Learning how molds work

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: How to prepare clay or slip for a mold.

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- How to prepare clay or slip for a mold.

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 1 Retrieval**

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SWBAT: How to Prepare and pour/press a mold.

- How to Prepare and pour/press a mold.

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.

## **Target 4-- Level 1 Retrieval**

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SWBAT: How to open and remove a mold.

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- SWBAT: How to open and remove a mold.

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.1.4.12.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.

## **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. Create alternate project or assignment.

## **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