

# Unit 11: Coil/Pinch/Tooling 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 Coil/Pinch/tooling together.

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.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
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.

## 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.

- What is coiling.
- What is Pinch .
- What is tooling.
- How to use them properly.
- What is the best use for all three.
- How these can be applied in many ways.
- Each aspect of these techniques.
- Why are these techniques so important.

### **Essential Questions**

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Students will keep considering...

- How they can apply these techniques to later projects.
- Why these are important techniques.

### **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- How to properly coil.
- How to properly Pinch.
- How to tool to create texture.
- How to create the shape they want with a mix of coil and pinch.
- How to design with coil/pinch/tooling.
- All of the other skills that are along with coiling/pinch/tooling.

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

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Students will be skilled at...

- Coiling
- Pinch
- Tooling
- Slipping and scoring
- Vessel making
- Line, design and texture

## **Academic Vocabulary**

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- Coil
- Needle
- Pinch
- Scoring
- Slip
- Tooling
- Wedging

## **Learning Goal**

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Students will be able to create and build with coil/pinch while gaining the information about when this technique is best and appropriate. Along with using tooling techniques to create texture.

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.

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 3 Analysis**

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SWBAT: Understand Coil/Pinch/Tooling and how to use them together properly.

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- understand Coil/Pinch/Tooling and how to use it best.

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.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

### **Target 2-- Level 4 Knowledge Utilization**

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SWBAT: Students will be able to understand why one hand building technique may be better in some situations than others.

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- Students will be able to understand why one hand building technique may be better in some situations than others.

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.

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### **Target 3-- Level 4 Knowledge Utilization**

SWBAT: Students will be able to identify each of the hand building techniques including Coil or Pinch.

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- Students will be able to identify something that was built using any of the hand building techniques including Coil or Pinch

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.

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### **Target 4-- Level 4 Knowledge Utilization**

SWBAT: Students will be able to make decisions when it comes to texture and use of tooling.

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- Students will be able to make decisions when it comes to texture and use of tooling.

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.

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### **Summative Assessment**

## **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. Extend deadlie 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