

05_Combining Hand-built and Wheel Thrown Construction

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **Type Length of Unit**
Status: **Published**

General Overview, Course Description or Course Philosophy

The Ceramics 3 course is a full year course designed to offer students the opportunity to create a personal agenda based on their knowledge and ability to create using advanced hand-building and throwing techniques. Students will continue their exploration of ceramic art by practicing these advanced hand-building techniques such as coil and slab. The design and creation of utilitarian pieces is emphasized; students learn balance and proportion, wall thickness correction, and surface decoration techniques. Students will have the choice of making creative pieces, but also learn how to make 'functional art', such as vases, cups and bowls. Advanced aesthetic, technical and conceptual problems are also covered. With guidance, students assist in the bisque and glaze firing of their own work. This course offers students the opportunity to create, present, respond, and connect with their work.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objectives:

- Students will hand-built pottery using wheel thrown parts.
- Students will add hand-built parts to wheel thrown pottery.
- Students will alter the form with hand-building techniques.

Essential Questions:

- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that effectively communicate?
- How does engaging in creating art enrich people's lives?
- How does making art attune people to their surroundings?

Enduring Understandings:

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

CONTENT AREA STANDARDS

Anchor Standard 2: Organizing and developing ideas.

HS Advanced 1.5.12adv.Cr2

- a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- b. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
- c. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

HS Advanced 1.5.12adv.Pr5

- a. Investigate, compare, and contrast methods for preserving and protecting art.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

HS Advanced 1.5.12adv.Cn10

- a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- It is essential to refine ideas through play, experimentation and testing.
- There are appropriate finishing and drying techniques when combining wheel thrown and hand-built items.
- They can identify and resolve technical problems in their projects based on developing expertise.

Procedural Knowledge

Students will be able to:

- Alter wheel thrown vessels and trim the feet.
- Attach a hand-build a foot, rim, & handle to a wheel thrown.

EVIDENCE OF LEARNING

Alternate Assessments

- Teacher/Student Conferences
- Projects
- Self-Evaluations
- Modified Rubrics

Formative Assessments

Teacher observation

Teacher feedback and discussions

Performance tasks

Individualized skills assessments

Summative Assessments

Sketchbook

Reflection

Final Project

Portfolio

Art Show

RESOURCES (Instructional, Supplemental, Intervention Materials)

Instructional demonstration

Handouts

Google slide presentation

Google Classroom

Class Website

Individual proficiency scales

Rubrics

INTERDISCIPLINARY CONNECTIONS

Use critical thinking and analytical skills to:

- evaluate the needs of particular work projects, including design briefs for work.
- research and evaluate historical and contemporary trends to inform idea.

Use literacy skills to read specifications and requirements.

Problem-solving skills to identify and resolve technical hand-building problems.

Numeracy skills to work with numerical features of ceramics processes (e.g. measurements of materials).

Self-management, planning and organizing skills to:

- evaluate hand-building opportunities in own practice.
- set up a hand-building work space.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.