

<b>Title of Unit</b>	Exploration with Clay in Hand building	<b>Grade Level</b>	High School
<b>Curriculum Area</b>	Art: Pottery	<b>Time Frame</b>	6 weeks
<b>Developed By</b>	Megan Tilley		

**Identify Desired Results (Stage 1)  
Planning Unit**

**With Democracy and Social Justice at the Center of Instruction  
Focusing on the National Network for Educational Renewal (NNER) Mission-  
The Four Part Mission of the Agenda for Education in a Democracy**

<b>Equal Access To Knowledge</b>	<b>Enculturation in a Democratic Society</b>	<b>Nurturing Pedagogy- Safe and Caring for All</b>	<b>Stewardship of the Mission</b>
----------------------------------	--	--	-----------------------------------

**What are you and your students doing in this unit to advance the Four-Part Mission? With which part(s) of the agenda does this unit connect most clearly and how?**

This unit we are focusing on providing equal access for all students of the school in understanding the capabilities of clay and practice in the creative process. Through this we also provide a nurturing pedagogy for all as we look through different lenses to see the different interpretations from each student. In this unit we will also practice democracy in the classroom by allowing students to vote on the assignments they will be doing.

<b>Standards</b>		
<p><b>Content Standard:</b> Art: (2.1) Reflective strategies are used to understand the creative process. (2.2) A personal philosophy of art is accomplished through use of sophisticated language and studio art processes. (3.1) Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas. (3.2) Assess and produce art with various materials and methods.</p> <p><b>Literacy:</b> *Access and use primary and secondary sources to explain questions being researched. *Use logic and rhetoric to analyze and critique ideas. *Think critically, analyze evidence, understand logical arguments, and evaluate risks. *Employ standard English language properly and fluently in reading, writing, listening, and speaking.</p> <p><b>21<sup>st</sup> Century Skills:</b> *Manage time effectively while generating, evaluating, and implementing new ideas and novel approaches. *Plan and prioritize goals. *Generate, evaluate, and implement new ideas and novel approaches. *Learn from instruction and criticism. *Cooperate for a common purpose.</p>		
<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>
<ul style="list-style-type: none"> <li>• What are the possibilities and limitations in hand-building with clay?</li> <li>• Why are there limitations with clay?</li> <li>• Why is reflection important in understanding and improving one’s creativity?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the possibilities and limitations in hand-building with clay?</li> <li>• Why are there limitations with clay?</li> </ul>	<ul style="list-style-type: none"> <li>• How can your experience during your exploration in clay help you in other areas of your life or other classes?</li> <li>• Why is clay such a versatile medium to work with?</li> <li>• How to create pinch pots, slab and coil pots.</li> </ul>
<b>Related Misconceptions</b>		
<ul style="list-style-type: none"> <li>• <b>Clay is synthetic</b></li> <li>• <b>Clay and ceramic are the same just harder to break</b></li> <li>• <b>Is simple to work with and takes no skill or knowledge.</b></li> </ul>		
<b>Knowledge</b>	<b>Skills</b>	
Students will know...	Students will be able to...	

- The benefits of critiques and how to participate in such an activity.
- How to create structure out of slabs of clay (both hard and soft slabs).
- How to create a coil pot.

- Use slip and score techniques to connect clay pieces.
- Research ideas and inspiration to create an original idea.
- Will be able to work both soft and hard states of clay.

## Assessment Evidence (Stage 2)

### Performance Task Description

<b>Goal</b>	To provide students with the skills to work with clay to make hand built creations and learn research and problem solving skills. While also answering the overarching and topical questions.
<b>Role</b>	Students role are to explore clay through designing a project that fits each assignment for pinch pots, hard slab project, coil pot, soft slab hanging pockets.
<b>Audience</b>	Peers in class critiques
<b>Situation</b>	Individual work
<b>Product/Performance</b>	Follow the guidelines for each assignment of a hand built clay project.. 4 assignments in total.
<b>Standards</b>	<p><b>Content Standard:</b> Art: (2.1) Reflective strategies are used to understand the creative process. (2.2) A personal philosophy of art is accomplished through use of sophisticated language and studio art processes. (3.1) Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas. (3.2) Assess and produce art with various materials and methods.</p> <p><b>Literacy:</b> Access and use primary and secondary sources to explain questions being researched.</p> <p><b>21<sup>st</sup> Century Skills:</b> Manage time effectively while generating, evaluating, and implementing new ideas and novel approaches.</p>

### Other Evidence

See individual lesson plans.

## Learning Plan (Stage 3)

**Where are your students headed? Where have they been? How will you make sure the students**

Provide the students with a clear outline of the final unit assessment as well as any in class assessments needed for the hand building section of this class. As we progress

<b>know where they are going?</b>	through each assignment students will show what they know and explore what they don't know about clay. At the beginning of this semester students were given a quiz to assess where their knowledge is before taking pottery at Fossil Ridge and will be given the same quiz at the end of the class to provide a comparison at the end of the semester.
<b>How will you <b>hook</b> students at the beginning of the unit?</b>	PowerPoint of examples of hand built ceramic pieces. Have them do their own image research for each assignment to find ideas and inspiration to create their plan for what they want to do.
<b>What events will help students <b>experience and explore</b> the big idea and questions in the unit? How will you equip them with needed skills and knowledge?</b>	Demos will be given for every assignment with further circling around the room to help each individual student as needed. Students are encouraged to look for new ceramic artist and more well-known artist images to help plan out their projects or for further inspiration.
<b>How will you cause students to <b>reflect and rethink</b>? How will you guide them in rehearsing, revising, and refining their work?</b>	Each project will end with a mini critique either as a class or as individual assessments through guided questions that will be turned in with the project.
<b>How will you help students to <b>exhibit and self-evaluate</b> their growing skills, knowledge, and understanding throughout the unit?</b>	Continual self-evaluation through mini reflections as a class sharing what they have learned. Can also be done through a short list of guiding questions to help students assess whether they meet the rubric criteria, what they did well and what they could do better.
<b>How will you <b>tailor</b> and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?</b>	Each assignment is given freedom for creation with simple guidelines. This allows each student you personalize their journey with clay and allows the class to see the many different interpretations that can be made from the same assignment.
<b>How will you <b>organize</b> and sequence the learning activities to optimize the engagement and achievement of ALL students?</b>	Each assignment will build on the previous that will allow each student to discover new capabilities with clay. Students will vote on what projects they will do. They will choose two out of three or four proposed projects.

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development

ISBN # 0-87120-313-8 (ppk)