

Ceramics

Unit #: APSDO-00065376
Team: Jan Cohen (Author), Kathryn-Ann O'Brien, Suzanne DeGallo

Grade(s): 2, 3
Subject(s): Visual Arts
Course(s): GR. 2 - ART, GR. 3 - ART

Unit Focus

In this unit, second grade students will learn how to manipulate and pinch clay to form a pot, score and attach pieces of clay to the form, and glaze to emphasize selected design features. Third grade students will use the coil method to create a piece of pottery and work to demonstrate even coverage of glaze application to the coiled surface. Students will apply their learning by using these techniques to create a finished ceramic piece. Primary instructional tools and materials include items such as clay, clay tools, glazes, and brushes.

Stage 1: Desired Results

Established Goals	Transfer	
Standards <ul style="list-style-type: none"> • Connecticut Goals and Standards <ul style="list-style-type: none"> ◦ Visual Arts: PK-12 <ul style="list-style-type: none"> ▪ CREATING <ul style="list-style-type: none"> ▪ Generate and conceptualize artistic ideas and work. (ART.CREA.01 PK-12) ▪ Organize and develop artistic ideas and work. (ART.CREA.02 PK-12) ▪ Refine and complete artistic work. (ART.CREA.03 PK-12) 	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>	
	T1 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result. T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i>	
U1 (U100) Artists plan, problem solve, and revise ideas throughout the creative process. U2 (U105) The materials and techniques you use and the way you use them affect the craftsmanship/quality of your work. U3 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts.	<i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i> Q1 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas? Q2 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?	
Acquisition		
Knowledge	Skill(s)	

	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p>
	<p>K1 Gr 2: That a pinch pot can be used for a vessel or a form for sculpture</p> <p>K2 Gr 3: That pots can be made from coils of clay</p>	<p>S1 Gr 2: Manipulating and pinching clay to form a pot</p> <p>S1 Gr 2: Scoring and attaching pieces of clay securely</p> <p>S3 Gr 2: Proper application and use of glaze to emphasize selected design features</p> <p>S4 Gr 3: Attaching coils by smoothing (rather than pinching) and supporting</p> <p>S5 Gr 3: Rolling consistent coils</p> <p>S5 Gr 3: Demonstrating even coverage of glaze application to coiled surface</p>