

Grade 2 - Unit 3 - Functional Forms

Unit Focus

In this unit, students will gain skills with clay sculpting techniques. The PBA will be to give directions on how to build their pinch pot animal. They will learn by brainstorming multiple approaches to use a pinch pot to create a creature. They will revisit and extend upon previous experiences with a basic pinch pot form. While working, they will be encouraged to discuss and reflect with peers about choices made in creating artwork.

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <p>National Core Arts Standards <i>Visual Arts: 2</i> Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.2) Brainstorm collaboratively multiple approaches to an art or design problem. (VA:Cr1.1.2.a) Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.2) Discuss and reflect with peers about choices made in creating artwork. (VA:Cr3.1.2.a) Interpret: Apply criteria to evaluate artistic work. (VA:Re9.1.2) Use learned art vocabulary to express preferences about artwork. (VA:Re9.1.2.a)</p> <p>Other Goals</p> <p>Portrait of a Graduate Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent</p> <p>T2 Engage in critique to inform next steps or deepen examination of an artistic work</p>	
	<p style="text-align: center;">Meaning</p>	
	<p style="text-align: center;">Understanding(s)</p>	<p style="text-align: center;">Essential Question(s)</p>
	<p><i>Students will understand that...</i></p> <p>U1 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.</p> <p>U2 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.</p> <p><i>Students will keep considering...</i></p> <p>Q1 What does quality look/feel/sound like? How do I fine tune my work for and with an audience?</p> <p>Q2 How do I use what I visualize/imagine and make it come to life?</p> <p>Q3 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?</p> <p>Q4 How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next?</p> <p>Q5 What am I learning by engaging in critique?</p>	
	<p style="text-align: center;">Acquisition</p>	
	<p style="text-align: center;">Knowledge</p> <p><i>Students will know...</i></p> <p>K1 Clay has been used for centuries around the world</p> <p>K2 There is a specific process for successfully attaching clay</p> <p>K3 A basic shape or form can be transformed in many ways</p> <p>K4 Balance and proportion are important principles of design to consider when sculpting an animal like form.</p> <p>K5 Recognizing various functions of a clay vessel (i.e. pinch pot)</p>	<p style="text-align: center;">Skill(s)</p> <p><i>Students will be skilled at...</i></p> <p>S1 Using the 4S method for attaching clay</p> <p>S2 Engaging in productive discussion with peers to draft and critique individual ideas</p> <p>S3 Using glazing techniques appropriately</p> <p>S4 Achieving balance and proportion in a clay creation</p>