

Clay - Unit 2 - Wheel Throwing

Unit Focus

In this unit, students will be introduced to the fundamentals of wheel throwing to create symmetrical forms on the wheel. Students will be instructed on a variety of artists that use wheel throwing in their work both functional and nonfunctional. Students will apply their knowledge through self awareness on the wheel. Students will learn through a series of demonstrations on how to handbuilding and wheel\throwing.

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <p>National Core Arts Standards <i>Visual Arts: HS Proficient</i> Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. <i>(VA:Cr1.1.HSI)</i> Use multiple approaches to begin creative endeavors. <i>(VA:Cr1.1.HSI.a)</i> Investigate: Organize and develop artistic ideas and work. <i>(VA:Cr2.1.HSI)</i> Engage in making a work of art or design without having a preconceived plan. <i>(VA:Cr2.1.HSI.a)</i></p> <p>Other Goals</p> <p>Portrait of a Graduate Product Creation: Effectively use a medium to communicate important information. <i>(POG.3.2)</i> Self-Awareness: Examining current performance critically to identify steps/strategies to persist. <i>(POG.4.1)</i></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 T2 Make appropriate choices as a responsible, respectful participant within a communal artistic experience T3 Engage in critique to inform next steps or deepen examination of an artistic work</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<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. U2 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience. U3 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 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? Q2 What am I learning by engaging in critique? Q3 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?</p>
	Acquisition	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 How to get acclimated to the process of wheel thrown pottery K2 How artists use the potters wheel to make symmetrical forms K3 Working collectively to reprocess clay for the following day.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Wedging clay to create a uniform body and eliminate air pockets S2 Applying constant pressure to cone, compress, and center a ball of clay on the wheel. S3 Demonstrating proper upperbody, arm, and hand positions to stabilize the clay while using the wheel.</p>	

Stage 1: Desired Results

		<p>S4 Using a centered ball of clay to open, establish, and compress a base.</p> <p>S5 Pulling a cylinder with uniform wall thickness.</p> <p>S6 Shaping the vessel while maintaining the symmetrical form.</p> <p>S7 Removing excess clay and transferring vessel for proper storage.</p> <p>S8 Maintaining the moisture in the clay work</p> <p>S9 Trimming the clay vessel to create a foot (flushed, raised, undercut).</p> <p>S10 Selecting appropriate glazing techniques or surface ornamentation to compliment the vessel.</p>
--	--	--