

Clay - Unit 4 - Pinch Method

Unit Focus

In this unit, students will engage in a design process to create a culturally or historical or contemporary inspired clay form that is created using the pinch method of construction. They will apply their analysis of existing artworks to inform their creative choices. Students will learn by research, teacher demonstration, guided independent practice.

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <p>National Core Arts Standards <i>Visual Arts: HS Proficient</i> Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.HSI) Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. (VA:Cr3.1.HSI.a) Select: Select, analyze and interpret artistic work for presentation. (VA:Pr.4.1.HSI) Analyze, select, and curate artifacts and/or artworks for presentation and preservation. (VA:Pr.4.1.HSI.a) Analyze: Interpret intent and meaning in artistic work. (VA:Re8.1.HSI) Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. (VA:Re8.1.HSI.a)</p> <p>Other Goals</p> <p>Portrait of a Graduate Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2) Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Create works of art to personally engage in the artistic process and/or communicate meaning</p> <p>T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent</p> <p>T3 Examine a topic or genre to better understand a piece of art or artist in relation to time and place</p> <p>T4 Make appropriate choices as a responsible, respectful participant within a communal artistic experience</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Artists' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>U2 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.</p> <p>U3 Interpretation of a work of art can be enriched by understanding context of the topic and perspective of the artist.</p> <p>U4 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>U5 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 inspires me? Where do I get my ideas from?</p> <p>Q2 What am I seeing/feeling in this piece? What inferences can I make?</p> <p>Q3 How does knowing more about the topic change or deepen my understanding?</p> <p>Q4 How do I use what I visualize/imagine and make it come to life?</p> <p>Q5 What am I learning or have I learned from creating this work of art?</p> <p>Q6 What am I learning by engaging in critique?</p>
	Acquisition	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 If the clay exceeds an inch thickness, it should be hollowed out and rejoined.</p> <p>K2 How to prepare work for presentation.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Analyzing artwork (description, analysis, interpretation, and judgement) to inform personal art making.</p>	

Stage 1: Desired Results

Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*
 Self-Awareness: Examining current performance critically to identify steps/strategies to persist. *(POG.4.1)*

- S2 Sketching and designing for a pinch piece that will reflect on their analysis of a cultural or historical artform.
- S3 Pinching, modeling, and forming clay to get the basic form defined.
- S4 Maintaining moisture in clay to work over a long period of time
- S5 Applying previously acquired additive and subtractive clay techniques.
- S6 Selecting a surface treatment.
- S7 Preparing work for presentation. (arranging, labeling, writing an artist statement)