



# Sculpture Unit 2 - Wheel Thrown

## Unit Focus

Students will be introduced to the fundamentals of wheel throwing to create symmetrical forms on the wheel. Students will apply their skills through sketching, and practicing wheel throwing techniques. They will learn by viewing demonstrations, practicing and refining their techniques, and studying other artists who produce wheel thrown forms.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>National Core Arts Standards</b>  <i>Visual Arts: HS Accomplished</i>            Relate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (VA:Cn11.1.HSII)            Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. (VA:Cn11.1.HSII.a)            Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.HSII)            Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. (VA:Cr3.1.HSII.a)</p> <p><b>Madison Public Schools Profile of a Graduate</b>            Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG.2.1)            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>  <b>T1</b> Develop and refine techniques and skills through purposeful practice and application to become more fluent  <b>T2</b> Create works of art to personally engage in the artistic process and/or communicate meaning</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i>  <b>U1</b> Artists' creative choices are influenced by their expertise, context, and expressive intent.  <b>U2</b> Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.  <b>U3</b> 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>  <b>Q1</b> What inspires me? Where do I get my ideas from?  <b>Q2</b> 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?  <b>Q3</b> How much freedom do I have to be creative and also work within established criteria?  <b>Q4</b> What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i>  <b>K1</b> Stages of clay and drying properties: how to keep the clay workable during sculpting process  <b>K2</b> Ideas for functional or non-functional (decorative) ceramic work  <b>K3</b> How the form follows function of what you will be using it for</p>	<p><i>Students will be skilled at...</i>  <b>S1</b> Using references and cultural artifacts to inform personal designs  <b>S2</b> Using the potters wheel to make symmetrical forms  <b>S3</b> Using established criteria to critique others work to potentially inform their next steps  <b>S4</b> Using proper techniques (e.g., wedging to remove air pockets, attaching pieces together, proper thickness) to ensure structural integrity in preparation for firing in the kiln</p>	