



# Grade 8 Unit 2 - Clay Vessel

## Unit Focus

Students will individually use their prior experience and an examination of possibilities to identify a pottery form to be the basis of the unit. They will apply their learning through the creation of the vessel they chose to make. Students will learn by drawing and refining in their sketchbook to focus on symmetry and scale, developing a template, and using a banding wheel to conform to a given shape.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>National Core Arts Standards</b>  <i>Visual Arts: 8</i>            Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.8)            Document early stages of the creative process visually and/or verbally in traditional or new media. (VA:Cr1.1.8.a)            Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.8)            Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. (VA:Cr2.1.8.a)            Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.8)            Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. (VA:Cr3.1.8.a)</p> <p><b>Madison Public Schools Profile of a Graduate</b>            Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)            Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)</p>	<p><i>Students will be able to independently use their learning to...</i>  <b>T1</b> Create works of art to personally engage in the artistic process and/or communicate meaning  <b>T2</b> Develop and refine techniques and skills through purposeful practice and application to become more fluent</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i>  <b>U1</b> Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.  <b>U2</b> Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.  <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 am I learning or have I learned from creating this work of art?  <b>Q5</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> Driving Elements: Form, Shape, Texture  <b>K2</b> Art Vocabulary: Coil, Slip and Score, Glaze, Kiln, Profile  <b>K3</b> Influential Artist: Louise Goodman and Jim Kraft</p>	<p><i>Students will be skilled at...</i>  <b>S1</b> Drawing form(s) for consideration of a clay vessel  <b>S2</b> Selecting a form to construct based on personal preference and level of expertise</p>	

## Stage 1: Desired Results - Key Understandings

		<p><b>S3</b> Drawing and revising an object to create symmetry and proportion</p> <p><b>S4</b> Creating a template to use as a guide for 3-D construction</p> <p><b>S5</b> Using the hand building technique(s) to construct a coil vessel</p> <p><b>S6</b> Measuring the diameter of the base of their drawing and representing that dimension through the formation of a clay disc</p> <p><b>S7</b> Using the banding wheel and template, place appropriate length coil and attaching through scoring and slipping clay</p> <p><b>S8</b> Applying glaze evenly and with enough coats based on coverage of the vessel</p>
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