



Clay - Unit 1 - Slab/Tile

Unit Focus

In this unit students will engage in a design process to create a thematic clay tile with additive and subtractive elements. They will apply their knowledge of elements and principles of design and technical clay skills to create a compositionally pleasing clay tile. Students will learn by teacher instruction and ongoing formative assessment and critique.

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. (VA:Cr1.1.HSI) Use multiple approaches to begin creative endeavors. (VA:Cr1.1.HSI.a) 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) Interpret: Apply criteria to evaluate artistic work. (VA:Re9.1.HSI) Establish relevant criteria in order to evaluate a work of art or collection of works. (VA:Re9.1.HSI.a)</p> <p>Other Goals</p> <p>Madison Public Schools Profile of a Graduate 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) 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></p> <p>T1 Create works of art to personally engage in the artistic process and/or communicate meaning T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent T3 Make appropriate choices as a responsible, respectful participant within a communal artistic experience T4 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' creative choices are influenced by their expertise, context, and expressive intent. U2 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U3 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience. 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><i>Students will keep considering...</i></p> <p>Q1 How do I use what I visualize/imagine and make it come to life? Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q3 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 style="text-align: center;">Acquisition</p>	
	<p style="text-align: center;">Knowledge</p>	<p style="text-align: center;">Skill(s)</p>
<p><i>Students will know...</i></p> <p>K1 Basics of additive and subtractive clay work K2 Design process: plan, make thumbnail sketch, create/modify</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Drafting thumbnail sketches to consider different design possibilities S2 Filling a square space to make it compositionally interesting</p>	

Stage 1: Desired Results

Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)

K3 5 stages of clay: plastic, leather hard, greenware, bisque-ware, glaze-ware
 K4 Design Elements and Principles, Design Methods and Design Movement
 K5 Surface treatments for clay including glazing and staining.

S3 Measuring and cutting a square from clay (90 degree angles)
 S4 Using specific tools and techniques for chosen additive/subtractive methods of working with clay
 S5 Respectfully and responsibly organizing and maintaining art materials and equipment (pugmill, wedging table, working table) for the benefit of all students.
 S6 Developing the ability to respond to feedback and determine next steps of action in creating/refining artwork.
 S7 Choosing selected surface treatment for finished tile. (glazes, stains, etc)