



Grade 2/3 Unit 3A - Clay Creations

Unit Focus

Second and third graders will explore uses of clay beyond the pinch pot. They will apply slab and/or coil skills to create a unique vessel, adding details such as symbols and textures to make their piece meaningful. They will learn by analyzing various clay forms, refining clay skills to design a stamp, and developing a plan starting with a sketch.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Visual Arts: 2 <ul style="list-style-type: none"> Make art or design with various materials and tools to explore personal interests, questions, and curiosity. (VA:Cr1.2.2.a) Discuss and reflect with peers about choices made in creating artwork. (VA:Cr3.1.2.a) Categorize images based on expressive properties. (VA:Re7.2.2.a) Visual Arts: 3 <ul style="list-style-type: none"> Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. (VA:Cr1.2.3.a) Elaborate visual information by adding details in an artwork to enhance emerging meaning. (VA:Cr3.1.3.a) Determine messages communicated by an image. (VA:Re7.2.3.a) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none"> Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2) 	<i>Students will be able to independently use their learning to...</i> T1 Create works of art to personally engage in the artistic process and/or communicate meaning T2 Engage in critique to inform next steps or deepen examination of an artistic work	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 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. U2 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results	<i>Students will keep considering...</i> Q1 How much freedom do I have to be creative and also work within established criteria? Q2 What does quality look/feel/ sound like? How do I fine tune my work for and with an audience?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 hand building techniques for clay include pinch, slab, and coil. K2 symbols can be used to convey meaning. K3 there is a specific process for successfully attaching clay K4 when sculpting a functional vessel, artists consider effective principles of design K5 Vocabulary: score, slip, glaze, form, additive, subtractive, relief, texture, pattern, balance, unity	<i>Students will be skilled at...</i> S1 using the scratch, slip, stick, smooth method for attaching clay S2 sketching, revising a plan for, and creating a finished vessel S3 engaging in productive discussion with peers to develop and refine an idea S4 using glazing techniques responsibly S5 determining principle(s) of design to incorporate within their artwork.