



Grade 2/3 Unit 3B - Fun Forms

Unit Focus

In this unit, students will gain skills with clay sculpting techniques. They will apply their skills at using the pinch method in order to create a functional vessel. Students will learn through peer discussions, brainstorming ideas, and reflection about the choices made in creating art.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Visual Arts: 2 <ul style="list-style-type: none"> Brainstorm collaboratively multiple approaches to an art or design problem. (VA:Cr1.1.2.a) Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. (VA:Cr2.2.2.a) Discuss and reflect with peers about choices made in creating artwork. (VA:Cr3.1.2.a) Use learned art vocabulary to express preferences about artwork. (VA:Re9.1.2.a) Visual Arts: 3 <ul style="list-style-type: none"> Elaborate on an imaginative idea. (VA:Cr1.1.3.a) Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. (VA:Cr2.2.3.a) Elaborate visual information by adding details in an artwork to enhance emerging meaning. (VA:Cr3.1.3.a) Evaluate an artwork based on given criteria. (VA:Re9.1.3.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 Develop and refine techniques and skills through purposeful practice and application to become more fluent 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 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U2 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.	<i>Students will keep considering...</i> Q1 What does quality look/feel/ sound like? How do I fine tune my work for and with an audience? Q2 How do I use what I visualize/ imagine and make it come to life? Q3 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q4 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? Q5 What am I learning by engaging in critique?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 clay has been used for centuries around the world K2 there is a specific process for successfully attaching clay K3 a basic shape or form can be transformed in many ways K4 Balance and proportion are important principles of design to consider when sculpting an animal like form. K5 recognizing various functions of a clay vessel (i.e. pinch pot)	<i>Students will be skilled at...</i> S1 using the 4S method for attaching clay S2 engaging in productive discussion with peers to draft and critique individual ideas S3 using glazing techniques appropriately S4 achieving balance and proportion in a clay creation