

Unit 2: Coil

Unit #: APSDO-00070653
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Grade(s): 9, 10, 11, 12
Subject(s): Visual Arts
Course(s): INTRO. TO CERAMICS

Unit Focus

In this unit, students will learn to use coil handbuilding processes to incorporate constructed texture and openwork into their project designs. Historical Jomon pottery from Japan and Aztec pottery from Mexico will be discussed and explored. A variety of historical and contemporary work will be explored for students to observe structural and aesthetic differences of open and closed coil works. Sketchbooks will be used to explore options for using line as a design element in the creation of surface texture and form. Methods of scoring, joining, and structural integrity of the work will be addressed. Assessments will include individual and group critique, written analysis of completed works, and applied rubrics specific to given assignments. Primary instructional materials include, but are not limited to, online resources, earthenware clay, bowls, sponges and modeling tools, sketchbooks, writing implements, and low fire glazes.

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <ul style="list-style-type: none"> • Connecticut Goals and Standards <ul style="list-style-type: none"> ◦ <i>Visual Arts: PK-12</i> <ul style="list-style-type: none"> ▪ CREATING <ul style="list-style-type: none"> ▪ Generate and conceptualize artistic ideas and work. (<i>ART.CREA.01 PK-12</i>) ▪ Organize and develop artistic ideas and work. (<i>ART.CREA.02 PK-12</i>) ▪ Refine and complete artistic work. (<i>ART.CREA.03 PK-12</i>) ▪ PRESENTING <ul style="list-style-type: none"> ▪ Develop and refine artistic techniques and work for presentation. (<i>ART.PRES.02 PK-12</i>) ▪ RESPONDING <ul style="list-style-type: none"> ▪ Perceive and analyze artistic work. (<i>ART.RESP.01 PK-12</i>) ▪ Apply criteria to evaluate artistic work. (<i>ART.RESP.03 PK-12</i>) ▪ CONNECTING <ul style="list-style-type: none"> ▪ Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (<i>ART.CONN.02 PK-12</i>) 	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p> <p>T1 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.</p> <p>T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.</p> <p>T3 (T102) Provide specific, actionable feedback to another artist during the creative process.</p> <p>T4 (T103) Analyze a piece of artwork according to the elements and principles of design.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)

	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U400) Effective analysis of artwork uses the elements and principles of design with appropriate art terminology.</p> <p>U2 (U100) Artists plan, problem solve, and revise ideas throughout the creative process.</p> <p>U3 (U105) The materials and techniques you use and the way you use them affect the craftsmanship/quality of your work.</p> <p>U4 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts.</p> <p>U5 (U200) Artists consider various criteria (concept, craftsmanship, personal connection) in selecting and presenting.</p> <p>U6 (U101) Artists effectively communicate by using the elements and principles of design.</p> <p>U7 (U301) Personal experience and technical knowledge impact reactions to works of art.</p> <p>U8 (U300) Feedback is effective when specific suggestions are shared in order to help the artist achieve a desired result.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q100) Where do I find inspiration to create art? How do I choose an idea?</p> <p>Q2 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?</p> <p>Q3 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?</p> <p>Q4 (Q103) When is my work ready for an audience?</p> <p>Q5 (Q401) How do I use art vocabulary and criteria to talk about a work of art?</p> <p>Q6 (Q402) What am I learning as an artist by reflecting on a work of art?</p>
Acquisition		
Knowledge		Skill(s)
	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 Methods of scoring and joining to construct using the coil method of handbuilding for ceramic project works</p> <p>K2 Use of coil as 3-dimensionalized line for the creation of form and texture in individualized project works</p> <p>K3 How to determine appropriate criteria to evaluate the craftsmanship and success of individualized project work</p> <p>K4 That current ceramic work is influenced by previous developments gained through historical influences and improved production methods</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Applying knowledge of scoring and joining techniques toward the successful completion of coil project works</p> <p>S2 Employing coil line designs as an integral component to form and texture in completed project work</p> <p>S3 Applying specific craftsmanship and design criteria to evaluate the successes and weaknesses of constructed coil project works</p> <p>S4 Critiquing art using appropriate terminology and concepts (e.g., elements, principles) supported by clear explanations</p>