

Unit 6: Glazing & Finishes

Unit #: APSDO-00070696
Team: Jill Van Slooten (Author), Sara Glick

Grade(s): 9, 10, 11, 12
Subject(s): Visual Arts
Course(s): ADVANCED CERAMICS

Unit Focus

In this unit, students will learn and apply a variety of traditional and alternative techniques which will enable them to support the creative expression of their works. Glazing will be done throughout the course but an exploration of a variety of methods will be required for the finishing of 5 wheel thrown works. Technique options include the use of resists, staining base glazes, use of underglazes for a painterly finish, combining/layering of glazes, use of acrylic medium to create relief surface, accenting of textures, and use of paints and other materials for completing non-functional works. Sketchbooks will be used to provide a chart of available choices, sketches and images of applied techniques, and notes for future replication of technique. Assessments will include individual and group critique, written analysis of works, and applied rubrics specific to the assignment. Primary instructional materials include, but are not limited to, low-fire glazes, overglaze stains, underglazes, acrylic paint, colored pencil, oil pastel, tape, wax resist, sponges, acrylic medium, and brushes.

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"> ◦ Visual Arts: PK-12 <ul style="list-style-type: none"> ▪ CREATING <ul style="list-style-type: none"> ▪ Refine and complete artistic work. (ART.CREA.03 PK-12) ▪ PRESENTING <ul style="list-style-type: none"> ▪ Develop and refine artistic techniques and work for presentation. (ART.PRES.02 PK-12) ▪ RESPONDING <ul style="list-style-type: none"> ▪ Apply criteria to evaluate artistic work. (ART.RESP.03 PK-12) 	<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 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.</p>												
	<p>T2 (T103) Analyze a piece of artwork according to the elements and principles of design.</p>												
	<p>T3 (T105) Curate artwork to identify and share pieces for presentation.</p>												
	Meaning												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 50%; text-align: center;">Understanding(s)</th> <th style="width: 50%; text-align: center;">Essential Question(s)</th> </tr> </thead> <tbody> <tr> <td colspan="2"> <p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> </td> </tr> <tr> <td> <p>U1 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts.</p> </td> <td> <p>Q1 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?</p> </td> </tr> <tr> <td> <p>U2 (U105) The materials and techniques you use and the way you use them affect the craftsmanship/quality of your work.</p> </td> <td> <p>Q2 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?</p> </td> </tr> <tr> <td> <p>U3 (U301) Personal experience and technical knowledge impact reactions to works of art.</p> </td> <td> <p>Q3 (Q105) What happens when I try something new to improve my artwork? When should I do it again? When should I try something different?</p> </td> </tr> <tr> <td> <p>U4 (U400) Effective analysis of artwork uses the elements and principles of design with appropriate art terminology.</p> </td> <td></td> </tr> </tbody> </table>		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 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts.</p>	<p>Q1 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?</p>	<p>U2 (U105) The materials and techniques you use and the way you use them affect the craftsmanship/quality of your work.</p>	<p>Q2 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?</p>	<p>U3 (U301) Personal experience and technical knowledge impact reactions to works of art.</p>	<p>Q3 (Q105) What happens when I try something new to improve my artwork? When should I do it again? When should I try something different?</p>	<p>U4 (U400) Effective analysis of artwork uses the elements and principles of design with appropriate art terminology.</p>	
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	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 A variety of different surface treatments for functional and sculptural ceramics</p> <ul style="list-style-type: none"> • gloss glazes • underglaze and overglaze stains • paint and alternative finishes <p>K2 That a chosen surface finish should support the meaning and function being conveyed by the work</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Applying glazes or other finishes which are appropriate to, and support the character and function of, a variety of ceramic works</p> <p>S2 Evaluating the success of an applied finish and projecting improvements for future works when applicable</p> <p>S3 Critiquing art using appropriate terminology and concepts (e.g., elements, principles) supported by clear explanations</p>