

Lesson Idea and Relevance: What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?

Clay coil building is one of the first ways humans have made clay vessels. In this lesson, students will learn how to create bowls using clay that needs to be kiln fired. They will learn the technique of coil building bowls in a manner of how they have been made for centuries.

Essential Understanding (s): What are the “big ideas”? What specific understandings about them are desired?

Shape, form, technique, tools, materials, culture, history, clay terminology, personal significance, symbol, medium/materials

Essential Question (s): What provocative questions will foster inquiry, understanding, and transfer of learning?

1. Does art define culture, or does culture define art?
2. What is a symbol and how does it relate to art?
3. How does art change with time?
4. How does the knowledge of art skills and vocabulary encourage the appreciation of visual art?
5. What is a symbol and how do they relate to art?
6. Why is it important to use art tools and media correctly?
7. What does good craftsmanship mean or look like?
8. Why is it impossible to separate art from culture?

Outcomes - Students will know...What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?

Students will be able to:

1. Learning new vocabulary and terms, SWBAT select, demonstrate, and identify parts of clay bodies and tools required to build them. (*Bloom's: Remembering/Understanding/Analyzing – Standard 1: Observe and learn to comprehend – GLE: Knowledge of art vocabulary is important when critically analyzing works of arts – Art Learning: Concepts/Ideation/Materials*)
2. By talking and critiquing their self-portrait and other student's bowls, SWBAT compare and evaluate a well-constructed bowl and the symbolisms used to decorate it. (*Bloom's: Evaluating/Analyzing/Understanding – Standard 2: Envision and Critique to Reflect – GLE: Visual literacy skills help to establish personal meaning and artistic intent in works of art – Art Learning: Reflection/Assessment/Expressive Features*)
3. By working with a new material and techniques, SWBAT learn to build pottery in the manner of historical coiling building. SWBAT express their beliefs and personality using symbolism by decorating their bowls. (*Bloom's: Analyzing/Creating – Standard 3: Invent and Discover to Create – GLE: Explore various media, materials, and techniques used to create works of art – Art Learning: Materials/Technique/History/Culture*)
4. Discussing cultural pottery decorations and the symbolism used, SWBAT determine and apply their own symbolism to their self-portrait bowls. (*Bloom's: Analyzing/Evaluating/Remembering – Standard 4: Relate and Connect to Transfer – GLE: Cultural traditions and events impact visual arts within a community – Art Learning: Materials/Technique/History/Culture*)

Student Reflective Activity: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?

Class discussion (one class's small enough for all student participation, second class 3-4 groups) to help each other discuss and recommend deeper level thinking symbolism used in their bowls. At the project end and critique time, discussion on how construction and symbolism was achieved will be discussed. Each student will fill out the “Art Critique” sheet for two of their fellow students. This will give each student a chance to reflect on pottery using literacy skills.

Assessment Instrument (s): By what criteria will “performances of understanding” be judged?

Each student will explain or demonstrate how their bowl can be actually used. They will also explain their symbolism used to decorate the bowl and how it is a self-portrait.

Using the “Art Critique” sheet, each student will evaluate 2 fellow students' bowls. The remaining class time will be open class discussion on their bowls.

Pre-assessment: How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

On the first day, I will show pictures of coil built vessels. I will ask the following questions:

1. Have any of you worked with non-air dry clay before?
2. Here are some tools that are used to make clay vessels, who can name them?
3. There are some clay terms on the handout, who can tell me what they mean?
4. What is considered 21st century media?
5. What are the differences in interpreting 21st century media as oppose to traditional media?

Motivation: How will you hook all students and hold their interest?

Using the RAFT method:

Role: Potter

Audience: Family and fellow pottery students

Format: Coil built bowl

Topic: Bowl representing themselves as a “self-portrait”

Ideation: How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?

Using sketchbook paper, each student will propose and describe their ideas regarding their symbolism they believe will represent them best. A class discussion (one class’s small enough for all student participation, second class 3-4 groups) will be used to help each other discuss and recommend deeper level thinking symbolism used in their bowls.

Instruction: What content knowledge (know) and skills (do) will be taught for students to be successful in this art experience? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? (Understand) Include literacy and numeracy?

Day One – Coiling Cultures

1. Students will be given color copies of coil built pottery as examples and visual clues to how they will be building their clay bowls.
2. Students will be taking notes on pottery terms, names and uses for clay tools, and discussion of symbolism as it relates to Native American cultures and their own.
3. Discussion will be over Native American symbolism and students will brainstorm on what symbols they could use to draw as self-portraits on their bowls.
4. Students will get a chance to work and experiment with small balls of clay to get hands on experience at how the clay feels, cuts, rolls, and can be smoothed together to form a cohesive piece.

Day Two – Building Bases and Bowls

1. I will demonstrate how to roll coils from the clay to a specific thickness for optimum bowl making. I will also demonstrate how to roll out slabs for the base or bottom of the bowls to build on.
2. Students will be given the rest of class time as work time to start rolling out slab and coils to start their bowls.
3. Students will be shown how to properly bag their clay projects for storing until next class work time.

Day Three, Four & Five – Slipping Between the Lines

1. I will demonstrate how to create a thick slip to fill in the creases between the coils and use the rib tool or sponge to smooth out the inside of the bowl. Students will then let the bowl dry for firing.

Firing the clay during the weekend

Day Six & Seven – Coloring Myself

1. I will demonstrate how the under-glaze pencils work and instruct them to share the one set of pencils with the rest of the class. They will need to plan what colors to use so that they can trade colors with classmates when they are finished with the one they are working with.
2. After each student is finished coloring in their symbols and pictures I will show and help them dip their bowls into the clear glaze for total coverage. This will also require a demonstration in cleaning the foot completely of glaze.

Firing the bowls during the weekend

Day Eight – Reflection on Receptacles

1. Each student will be given two sheets of the “Art Critique Comments” to use their literacy skills and write comments about two fellow classmate’s bowls. Once completed, each student will share with the class their reasons for choosing the decorative drawing and symbols and how they represent a self-portrait.

Materials, Resources,

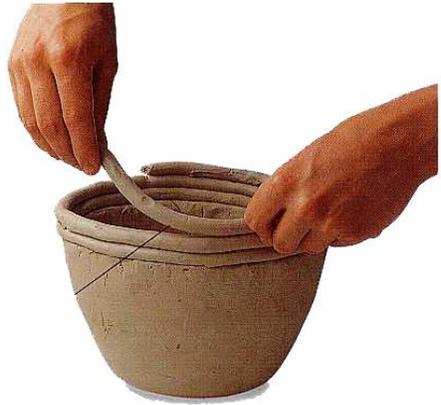
Safety: What is needed to complete the learning plan?

- Sketchbook paper
- Cone 06 clay
- Glaze pencils and clear dipping glaze
- Pottery tools (i.e. wire tool, canvas mats, rolling pins, wooden rulers, bamboo skewers, sponges, scrapers, wooden tools)
- Plastic bags
- Mat boards for ware-boards
- Color copies of coil built pottery examples
-

Accommodations: How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)?

Since the class is not at full capacity, one-on-one attention will help with students who need extra care in making coils, creating the bowls, and brainstorming on symbols for their self-portrait bowls.

Students who are faster at the building process will be encouraged to build either a second bowl or a small mug.



Graded Components:	Advanced 25 - 20 pts	Proficient 19 - 14 pts	Developing 13 - 9 pts	Basic 8 - 0 pts
Composition – the bowl is sufficiently shaped to resemble a container that is in a bowl form.				
Craftsmanship – the pottery is smooth and has few cracks. The glaze pencil drawings are clear and easily recognized. The foot does not have glaze on it creating a cutting hazard.				
Completion – the pottery bowl is completed including under-glaze pencil designs and clear glaze covering the bowl.				
Symbolism Defined – the colors and symbols are clear and purposeful in their design. The artist can give comprehensible explanations to the reasons for using both symbols and color choices.				
Total				
Grand Total				

Art Critique Comments (Use art terms provide on the back) **Name of the artist** _____

1) Tell the artist what you noticed first and why. (**Do Not** use “I like...” or “I don’t like”.) *Instead...*

a. The first thing I see is

b. This _____ stands out for me because

2) Tell the artist what your feelings are about an attribute of the art piece. (**Do Not** use “I like...” or “I don’t like”.)

3) Ask a question to the artist about the art piece regarding color, shape, texture, alterations or composition.

Art Terms:

Abstract/Abstraction	Concept/Conceptual	Expression	Line	Proportion
Aesthetic	Conscious	Form/Formal	Minimal/Minimalism	Representation
Angular	Constraint	Geometric	Monochrome (single color)	Scale
Color	Construct	Gesture	Motif	Shape
Combine	Content	Hue (Particular color)	Narrative	Stencil
Complementary Colors	Contour	Identity	Organic	Style
Composition	Decoration	Image	Pattern	Symbol
Compression	Design	Innovation	Plan	Technique

Clay Terms:

Clay body:		Ware Board		
Lip		Needle Tool		
Neck		Sponge		
Shoulder		Clay Terms:		
Body		Wedging		
Foot		Slip & Score		
Clay Tools:		Bisque-ware		
Wire tool		Clay drying stages –		
Rib		leather-hard		
Wood Scraper				
		bone-dry		