

Visual Arts, 8th Grade

Curriculum Goals/Enduring Understandings:

Students will learn to effectively utilize the principles of art and design across multiple art mediums. Students will also develop their observation skills, both for creating art through observation and for analyzing other works of visual art. Students will learn visual literacy skills to understand visual art and visual culture more broadly. Throughout the year, students will use these concepts to create personally meaningful art. Students will understand the role of artmaking in narrating and exploring issues in their own lives and the world around them beyond the art classroom.

Unit Title: Ceramics

Central focus of the Unit/Big Ideas:

This unit of art study for the eighth grade is focused on developing ceramic skills. Students will:

- Learn fundamental ceramic skills and the process of creating finished work, including firing and glazing.
- Apply their understanding of clay and ceramic skills to create personally meaningful art.
- Learn how to apply ideas of abstraction to their artwork.
- Reflect on the artmaking process.
- Discuss the context in which art is displayed.

New York State Learning Standards for the Arts:

- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Anchor Standard 2: Organize and develop artistic ideas and work.
- Anchor Standard 3: Refine and complete artistic work.
- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
- Anchor Standard 6: Convey meaning through the presentation of artistic work.
- Anchor Standard 7: Perceive and analyze artistic work.
- Anchor Standard 8: Interpret meaning in artistic work.
- Anchor Standard 9: Apply criteria to evaluate artistic work.
- Anchor Standard 11: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

Outline of Lesson Sequence:

1. Introduction to Ceramics – Pinch Pots
2. Coil Pots
3. Hand-building: Beyond the Coil
4. Surface Decoration
5. Glazing
6. Sculptural Forms (Final Project)

Sculptural Forms

Unit Title: Ceramics

Lesson Plan #: 6

Grade: 8

Length of each

period: 50

Number of days: 11

Essential Questions:

How can we use ceramic sculpture to express information about ourselves?

Lesson Objectives:**● Technical Objective:**

- Students will be able to create ceramic sculptures using a hand building technique of their choosing that convey information about identity.

● Thinking Skills Objective:

- Students will be able to plan and revise their work, considering which techniques will best facilitate their designs.

● Social Emotional Learning (SEL) Objective:

- Students will develop their sense of self through the artmaking process by creating sculptural identity representations and reflecting on this process.
- Students will develop their interpersonal communication skills by providing feedback about their peers' work.

Assessments:

Formative assessment throughout project:

- Teacher observing student progress and determining if adjustments in instruction or individual support is needed
- Daily "exit ticket": e.g., "What did you work on today? What are the next steps to complete your project?"

Summative assessment at end of project:

- Use of a detailed rubric to assess student understanding of lesson objectives
- Students will self-score on the rubric and compare with teacher scoring to facilitate self-reflection

Activity/Process:

This lesson serves as the cumulative project for the ceramics unit. Students will begin by learning about ceramic artists working in a variety of styles to create sculptural forms. Then, students will brainstorm ideas for creating sculptures around the theme of identity. Students will begin by brainstorming and sketching ideas for their sculptures, then they will have time over multiple class periods to work on their projects in a style of their choosing. Finally, students will share their finished work with their classmates and participate in a critique.

Materials—Artist/ Visual Text/ Technology/ Resources:

Projector/slides to display images

Sketchbooks and pencils

Clay (Cone 6/mid-fire preferred)

Ceramic tools (needle tools, metal and wood ribs, sponges, various carving/decoration tools, etc.)

Wooden boards or bats for students to work on
 Plastic to cover work in progress
 Spray bottles
 Small buckets
 Slip
 Glazes (Cone 6/mid-fire)
 Glazing tools (tongs, brushes)
 Banding wheels
 Kiln
 Printed artist statement worksheets

Visual References/Art Historical References:

Toshiko Takaezu
 Roberto Lugo
 Heidi Lau - <https://art21.org/watch/new-york-close-up/heidi-laus-spirit-vessels/>

Academic Vocabulary:

Abstract – the depiction of subject matter in a non-representational manner
 Balance – a principle of design concerned with the arrangement of one or more elements in a work of art to create a sense of stability; the three types of balance are symmetrical, asymmetrical, and radial

Student Support and Differentiation:

- Translated key words, instructions, exit tickets, worksheets, and rubrics provided for ELL students
- Enrichment/modification: flexibility sculpture design.
 - Project structured to allow for students to select their own preferred techniques and play on their strengths. Students may create more simplistic forms while those need enrichment will be encouraged to add more complex and detailed elements throughout the process.

NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
VA:Cr1.1.8a. Document and reflect on early stages of the creative process, visually and/or verbally in traditional or new media. VA:Cr2.1.8a. Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.		VA:Re8.1.8a. Analyze how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. VA:Re9.1.8a. Create a convincing and logical	VA:Cn11.1.8a: Through observation, infer information about the time, place, and culture in which a work of art or design was created. VA:Cn11.2.8a: Identify and explore careers in which innovation and creative problem-solving skills are fundamental to success.

<p>VA:Cr2.2.8a. Explain environmental implications of conservation, care and clean-up of art materials, tools, and equipment; and demonstrate self-regulation in applying the understandings in the art classroom.</p> <p>VA:Cr3.1.8a. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p>		<p>argument to support an evaluation of art.</p>	
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Teaching Procedure/Task Analysis

Task/Activity: Day 1
 Project introduction, lecture and discussion on sculptural ceramic artists

Recap: Review last lesson, ask students to name ceramics techniques learned thus far

Motivation/Spark/Launch: Heidi Lau – Art21 Video (<https://art21.org/watch/new-york-close-up/heidi-lau-spirit-vessels/>)

Transition into slides including Heidi Lau, Roberto Lugo, and Toshiko Takaezu.

Key Question(s):

1. What do you notice about the sculptures?
2. How do you think the artist made this? What techniques might they have used?
3. How does this work connect to the artist’s identity and culture?
4. Why do you think the artist made this?
5. What does this work remind you of?

Presentation of Lesson Objectives:
 Today, we are beginning our cumulative ceramics project! We will be working towards these objectives.
 Objectives:

1. Create a sculpture about the theme of “identity”
2. Plan your design and apply previously learned techniques to create your sculpture
3. Reflect on the theme of identity and the process of making art
4. Develop communication skills by providing feedback to your peers

Modeling/Demonstration: n/a

Transition: Now, we will spend some time brainstorming and sketching ideas for our sculptures. Please include at least one artist we discussed in class whose work influenced your project. At the end of class, we will have time to share our ideas and provide feedback. Please write down at least one question you would like to ask your peers during the discussion about your project idea.

Work Period:

Brainstorm period – students use their sketchbooks to develop ideas.

Working question:

How can you use ceramic sculpture to convey information about your identity?

Reflection:

In small groups, students share their ideas with their peers.

Exit ticket: What was one comment from a classmate that you might incorporate into your design?

Task/Activity: Day 2-8

Brainstorm/work period

Recap: Review project guidelines

Motivation/Spark/Launch: What are some ideas you have for your sculptural vases?

Key Question(s):

1. How can you use ceramic sculpture to convey information about your identity?
2. What are you working on today during class?

Presentation of Lesson Objectives:

Today, we are continuing our cumulative ceramics project! We will be working towards these objectives.

Objectives:

1. Create a sculpture about the theme of “identity”
2. Plan your design and apply previously learned techniques to create your sculpture
3. Reflect on the theme of identity and the process of making art
4. Develop communication skills by providing feedback to your peers

Modeling/Demonstration: n/a

Transition: Please grab your sketchbooks and review your designs. Once you complete your sketch, please show me your design for approval before you begin your sculpture.

Work Period:

Open studio time – students working independently on their sculptures.

Working question:

How can you use ceramic sculpture to convey information about your identity?

Reflection:

Exit ticket: What will you work on next class period?

Task/Activity: Day 8

Glazing Introduction (**note: sculptures in kiln/drying – may need to introduce the next lesson/unit to allow for additional dry time/firing and return to glazing)

Recap: Review progress on project thus far

Motivation/Spark/Launch: Quick share from students – what ideas do you have for glazing your sculptures? What techniques might you want to use?

Key Question(s):

1. What glazing techniques have we learned thus far?
2. What are some different ways that artists approach glazing?
3. How can glaze help convey additional information or add to your sculpture?

Presentation of Lesson Objectives:

Today, we are continuing our cumulative ceramics project! We will be working towards these objectives. Objectives:

1. Create a sculpture about the theme of “identity”
2. Plan your design and apply previously learned techniques to create your sculpture
3. Reflect on the theme of identity and the process of making art
4. Develop communication skills by providing feedback to your peers

Modeling/Demonstration:

Teacher does a brief demonstration of basic glazing techniques; teacher demos additional techniques as requested by students during lesson intro

Transition: Now, you will have the remainder of class to plan your glaze for your sculptures.

Work Period:

Planning time – brainstorming ideas for glazing in sketchbooks

Working question:

How can you use ceramic sculpture to convey information about your identity?

Reflection:

Exit ticket: What is one glaze technique you would like to use on your sculpture? Is there any technique you would like demonstrated next class?

Task/Activity: Day 9-10

Glazing Work Day (**note: sculptures must be bisque fired by Day 9)

Recap: Review progress on project thus far

Motivation/Spark/Launch: Quick share from students – what ideas do you have for glazing your sculptures? What techniques might you want to use?

Key Question(s):

1. What glazing techniques have we learned thus far?
2. What are some different ways that artists approach glazing?
3. How can glaze help convey additional information or add to your sculpture?

Presentation of Lesson Objectives:

Today, we are continuing our cumulative ceramics project! We will be working towards these objectives.

Objectives:

1. Create a sculpture about the theme of “identity”
2. Plan your design and apply previously learned techniques to create your sculpture
3. Reflect on the theme of identity and the process of making art
4. Develop communication skills by providing feedback to your peers

Modeling/Demonstration:

Teacher demos any additional techniques as requested by students during lesson intro/that were mentioned on exit tickets during the last period

Transition: Now, you will have the remainder of class to glaze for your sculptures. We will have two days total to glaze, so please consider what you need to work on to fire your work by the end of our next class period.

Work Period:

Open studio time – students work on glazing their sculptures.

Working question:

How can you use ceramic sculpture to convey information about your identity?

Reflection:

Exit ticket: What glazing techniques did you use today?

Task/Activity: Day 11

Critique & Wrap Up (***note: sculptures must be glaze fired by Day 11*)

Recap: Review progress on project thus far

Motivation/Spark/Launch: n/a

Key Question(s):

1. What are our classroom expectations for critique?

Presentation of Lesson Objectives:

Today, we are continuing our cumulative ceramics project! We will be working towards these objectives.

Objectives:

1. Create a sculpture about the theme of “identity”
2. Plan your design and apply previously learned techniques to create your sculpture
3. Reflect on the theme of identity and the process of making art

4. Develop communication skills by providing feedback to your peers

Modeling/Demonstration:

Teacher models completing the rubric using a teacher example and introduces students to self-evaluating

Transition: Now, you can get your sculpture from the kiln shelf and return to your seat to complete your self-evaluation.

Work Period:

Self-evaluation: students complete rubric and written reflection on their artwork (artist statement)

Working question:

How can you use ceramic sculpture to convey information about your identity?

Reflection:

Critique! This process takes most of the time in class. Each student will share about their work and classmates will share two glows and one “grow”.

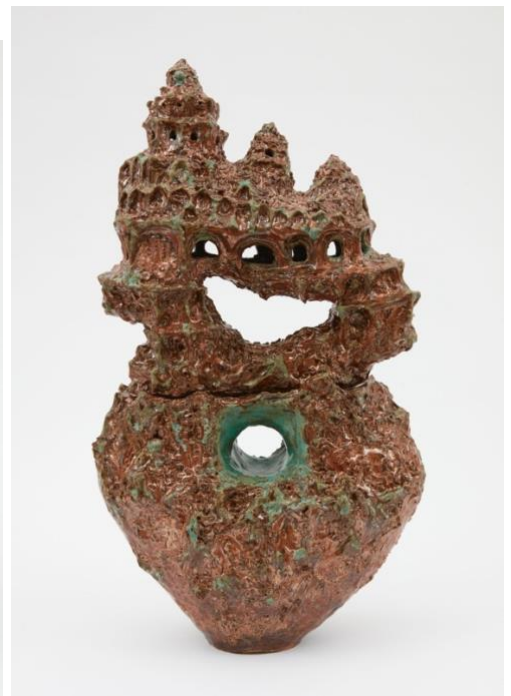
Closure:

Thank students for their hard work on this project! Opportunity for students to share what their favorite part of the project was, what they would like to learn more about, and reflect as a class (use small group/pair share so more students can speak).

Let students know what to expect during the next art period.

Images:

Heidi Lau – Spirit Vessels (2020)



Roberto Lugo



Ghetto Krater, 2018, glaze on terracotta



Juicy, 2021, glazed stoneware with enamel paint and luster



Frederick Douglass and Anna Murry Douglass Vase, 2021, glazed ceramic with enamel paint

Toshiko Takaezu:



Manoa, 1987, Glazed stoneware



Yellow Form I, 2001, Glazed stoneware



Mauve Trio (Gathering of Ocean Edge), 1988, Glazed porcelain



Takaezu with her Moons

Rubric:

	4 – Advanced	3 – Intermediate	2 – Beginner	1 – Ready to Develop
Technical Execution & Craftsmanship	Neat execution of design. Successfully applies techniques learned in class to create a sculptural form.	Mostly successful execution of design and application of techniques learned in class to create a sculptural form.	Attempted execution of design and application of techniques learned in class to create a sculptural form.	Minimal effort put into execution of design and application of techniques learned in class to create a sculptural form.
Planning & Design	Effectively used the elements of art and design to plan sculpture. Took creative risks to try new techniques. Designs show thoughtful revisions.	Somewhat effectively used the elements of art and design to plan sculpture. Planned to use previously learned ceramics techniques. Designs show minimal revisions.	Minimally used the elements of art and design to plan sculpture. Little evidence of plans to use specific ceramics techniques. Designs show no revisions.	Very limited use of the elements of art and design to plan sculpture or minimal evidence of planning process.
Representation of Identity	Effectively uses visual language to convey information about personal identity. Thoughtful reflection on artmaking process and identity.	Uses visual language to convey information about personal identity. Some reflection on artmaking process and identity.	Conveys some information about personal identity through final sculptural work. Minimal reflection on artmaking process and identity.	Struggles to convey information about personal identity through final sculptural work. Minimal or absent reflection on artmaking process and identity.
Participation in Critique & Collaborative Work	Thoughtful and consistent participation in class activities and critique, sharing responsibilities equally with peers.	Consistent participation in class activities and critique process, mostly sharing responsibilities with peers without reminding.	Minimal participation during class activities and critique, rarely contributing to shared responsibilities.	Does not participate during class activities or critique or contribute to shared responsibilities.

Name: _____ Class: _____

Artist Statement

Title of Artwork: _____

Date Created: _____ Medium: _____

How did you make your art work?

What inspired you to make this piece of art?

What is your art work about?

Nombre: _____ Clase: _____

Declaración del artista

El título de la obra: _____

La fecha de creación: _____ El medio: _____

¿Cómo hizo su obra de arte?

¿En qué se inspiró para hacer esta obra de arte?

¿De qué trata su obra?
