

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)

Hand-Building: Beyond the Coil

Unit Title: Ceramics

Lesson Plan #: 3

Grade: 8

Length of each

period: 50

Number of days: 1

Essential Questions:

How can we create vessels out of clay?

Lesson Objectives:

- **Technical Objective:**
 - Students will be able to use multiple hand-building techniques to create a ceramic vessel.
- **Thinking Skills Objective:**
 - Students will understand key ceramics vocabulary.
- **Social Emotional Learning (SEL) Objective:**
 - Students will develop their interpersonal communication skills by providing feedback about their peers' work.

Assessments:

Formative assessment throughout lesson:

- Teacher observing student progress and determining if adjustments in instruction or individual support is needed
- Exit ticket

Activity/Process:

This lesson teaches additional technical ceramics skills and vocabulary that builds upon the last lessons on pinch pots and coil building. Teacher will begin by showing students examples of hand-built ceramics and introducing relevant vocabulary words. Teacher will demonstrate slab technique. Students will then have the chance to experiment with additional hand building techniques to create their own vessels. Pots will be kept leather-hard for use in later lessons in this unit on surface decoration and glazing.

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, paintbrushes, etc.)
Rolling pins
Wooden boards or bats for students to work on
Plastic to cover work in progress
Spray bottles
Small buckets
Slab roller (optional)
Kiln

Visual References/Art Historical References:

John Gill

Rose B. Simpson - <https://art21.org/watch/art-in-the-twenty-first-century/s11/rose-b-simpson-in-everyday-icons/>

Japanese ceramics

Academic Vocabulary:

Slab building – a hand-building technique that involves using flat slabs of clay to create three-dimensional forms

Slip – finely ground clay particles mixed with water; liquid clay

Score and slip – technique that involves scratching or roughing-up the clay surface then brushing on slip to join two or more separate clay pieces together

Student Support and Differentiation:

- Translated key words, instructions, exit tickets, worksheets, and rubrics provided for ELL students
- Enrichment/modification: flexibility in exact design, size of pot
 - Slab building is a flexible technique, and students can work on different scales and complexity levels
 - Some students can construct simpler forms like cylinders while others may opt for more complex, sculptural forms
 - Students who finish more quickly can also work on smoothing or finishing the surface more carefully and adding detail work

NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
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: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.	VA:Pr6.1.8a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	Va:Re7.1.8a. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	VA:Cn11.1.8a: Through observation, infer information about the time, place, and culture in which a work of art or design was created.

Teaching Procedure/Task Analysis

Task/Activity:

Slab Building & Other Hand-building Techniques

Recap: Briefly review coil-building

Motivation/Spark/Launch: Rose B. Simpson – [art21 video](#)

Slides with examples of ceramics examples, discussion of applications of hand-building.

Key Question(s):

1. What do you notice about the ceramic objects?
2. Why might have someone made this object?
3. How can we combine multiple techniques to create ceramic work?

Presentation of Lesson Objectives:

Today, we are continuing our ceramics unit!

We will be working towards these objectives today:

Objectives:

1. Create a slab-built pot
2. Learn key ceramics vocabulary

Modeling/Demonstration: Demo soft & hard slap construction techniques

Transition: Now, you will all have the chance to experiment with slab building and other ceramic techniques to create your own vessel. Please take some clay and begin working! There are some leather-hard slabs prepared for you if you would like to experiment with hard slab construction. We will save your work to continue working on in a later class, so when you are done be sure to wrap it in plastic as demonstrated.

Work Period:

Use hand-building techniques to make a ceramic vessel or sculpture.

Working question:

How can we use hand-building techniques to make simple ceramic forms?

Reflection:

Gallery walk – look at peer work and provide brief glows/grows; exit ticket: which hand-building technique have you enjoyed using the most so far?

Closure:

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

Images:



Vessel, John Gill (2024)



Ewer, John Gill (2021)



Basket, John Gill (2024)



Dish with Grasses, Momoyama period (1573–1615), late 16th–early 17th century, Stoneware with design incised through iron-rich clay slip (Mino ware, gray Shino type), H. 2 3/8 in. (6 cm); W. 8 3/8 in. (21.3 cm); D. 7 1/4 in. (18.4 cm)



Dish in the Shape of a Double Fan with Arched Handle, Momoyama period (1573–1615), late 16th–early 17th century, Stoneware with underglaze iron brown and copper-green glaze (Mino ware, Oribe type), H. 5 7/8 in. (14.9 cm); W. 11 in. (27.9 cm); D. 8 5/8 in. (21.9 cm)