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Unit Big Idea: Identity, the Self, and Personal Expression	Grade Level: 9-12	National Visual Art Goals: <ul style="list-style-type: none">- Re7.2.II- Pr6.1.II- Cr3.1.II- Cr2.1.II- Cn10.1.II
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Objective(s):

Students will learn about the history of clay and ceramics

Students will learn the basic clay building techniques:

Students will learn how to coil build

Students will learn how to slab build

Students will learn how to combine building techniques to create larger works


Students will learn how to synthesize many sources of inspiration into 1 project

PPT:  ARTE 400 - Ceramics Curriculum

Rubrics:  ARTE 400 - Rubrics

Week 1

Title of Lesson & Expected Result[s] [& length of time to completion]	Coil Building Intro to coil building Begin Personality Pots 10 x 45 min classes
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Key Concepts [important concepts addressed on big idea]	<ul style="list-style-type: none"> - What are clay and ceramics? - What is coil building? - Using slip to attach clay - Symbols in art
Dialogue/Concepts [essential questions you will ask; points of discussion; what they are learning]	<ul style="list-style-type: none"> - Why would pottery being non-porous be important? - Who has worked with clay before? - If you have, have you made anything with coils? - Why is it important to properly slip and score clay we want to attach? - What are symbols and how do we use them? - What symbols would represent you? - How do you plan to communicate
Historical & Contemporary Art Exemplars [artworks, books, interviews, videos, visitors]	<p>Response Artists:</p> <ul style="list-style-type: none"> - Erin Jane Nelson - Claudia V. Solórzano - Nicki Green - Candice Lin - Morgan Rose Free - Sharif Farrag - Jessica Jackson Hutchins - Woody De Othello - Salvador Jiménez-Flores - Anders Herwald Ruhwald - Tammie Rubin - Wade Tullier - Kathy Butterly - Jane Margarete <p> Slip, Score, and Blend (Basic Clay Techniques)</p> <p>https://theartofeducation.edu/2017/02/february-5-ways-level-pinch-coil-pot-projects/</p> <p>https://www.lakesidepottery.com/Pages/Pottery-tips/Making-a-clay-coiled-pot-Lakeside-Pottery-Tutorial.htm</p> <p>https://www.ceraspace.com/blog/how-long-to-fire-clay</p>

<https://ancientpottery.how/history-of-coil-pottery/>




Media/Process [materials, techniques; step by step]

Student Materials:

- Chromebook
- Sketchbook
- Writing Utensil

Teacher Materials:

- PPT  ARTE 400 - Ceramics Curriculum
- Artist List
- Assignment #1 Handout
- Personality Pot Handout
- Clay
- Slip
- Cups for slip
- Scoring tools
- Brushes for slip
- Other clay tools (rolling pins, clay knives, etc.)

Day 1: PPT introducing the basic history of clay and ceramics. Show examples of historical (KAM as resource) and contemporary ceramic artists and art.

Students will get the remainder of class to work on a 100 word (1-2 paragraphs) and drawing response to an artist we looked at in class or they found on their own. What do you see? What is appealing or unappealing to you about their work? What would you do differently? Due: Day 3 - before class

Day 2: PPT intro to coil building + artist examples. Brief teacher demo, demonstrating how to make coils and later, how to slip and score to attach the coils to themselves. Students will receive clay and practice rolling their coils. When they have 5 12-inch coils, they will move onto slipping and scoring to create basic coil pots. The purpose of this in-class activity is to allow the students to get comfortable with working with clay and become familiar with coil building techniques. At the end of class, their pots and any remaining coils will be covered wet for day 3. If they have enough time, they can complete 2 coil pots.

Graded on participation in in-class activities

Day 3: Teacher demo at the beginning of class will show how to merge/ smooth coils. Students will then finish up their pots from day 2 and start on a second one. By the EOD, they should have 1 pot with visible coils and 1 pot with the coils smoothed out. This will help prepare them for the personality pots and give them the techniques they need to achieve their aesthetic desires.

Last 10-15 minutes, intro personality pots + finding a symbol to represent you. Students will be assigned 2-3 sketches that take up a full page of their sketchbook (combined). Students will be expected to explain their reasoning behind

	<p>their choice of symbol in writing in their sketchbook (at least one sentence per sketch).</p> <p>Graded on participation in in-class activities</p> <p>Day 4: Students should have 2-3 sketches for their personality pots ready. If their 'test' pots are bone dry, they can begin to underglaze them solidly or with a design (optional). Students are encouraged to take the opportunity to test colors and designs they may be interested in using on their final pieces. If they finish underglazing their test pots or are ready to move onto the project, they may start (after getting their sketches approved). While students work, I will check and approve sketches and give feedback.</p> <p>Graded on completion of the 2-3 sketches <i>and</i> a reasoning</p> <p>Day 5: All students should be started and working on their personality pots today. Students can choose whether to smooth the coils of their pot or leave them unsmoothed. Students should not be finished by today (if they are, engage with them to help them find something they can add/work more on). Cover wet for the weekend.</p> <p>Graded on participation</p>
Reading, writing, and talking about art [list instances/activities that are synthesized into the lesson, not separate]	<p>Day 1: Students will learn and engage in discussion about the history of ceramics and pottery. Students will write a 100 word response to research they will do about a contemporary ceramic artist.</p> <p>Day 2: Students will learn and engage in discussion about the history of coil pottery.</p> <p>Day 3: Students will write a bit about their decisions behind the choices they made in their sketches. Students will also engage in discussion of how to represent certain traits with a 3D visual medium.</p>
Closure/Assessment [how you will wrap it up and how you will grade the lesson's results] *Make a rubric for each final project	<p>Day 1: Students are assigned their first response assignment. They will be provided with a list of contemporary ceramic artists they can use as a reference, but students can also respond to a different ceramic artist they have found. A response assignment consists of a 100 word response to an artist's work, style, presentation, etc. and some sort of drawing/sketch response. A teacher example has been provided in the slides + response assignment handout. Teacher will assess whether this assignment has been completed during class day 2.</p> <p>Day 2: Graded on participation in in-class activities. Assessed and given feedback on technique when rolling coils.</p>

	<p>Day 3: Graded on participation in in-class activities. Did they finish 2 pots, 1 with smoothed coils and one without?</p> <p>Day 4: Graded on their 2-3 sketches and brief written reasonings. Were they completed? Verbal plans shared with teacher are also assessed and must be approved before moving onto artmaking.</p> <p>Day 5: Graded on participation in personality pots project.</p>
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Week 2

Title of Lesson & Expected Result[s] [& length of time to completion]	<p>Coil Building</p> <p>Finish Personality Pots Project + Crit</p> <p>Students will end with 2 technique test pots and 1 final personality pot</p> <p>10 x 45 min classes</p>
Key Concepts [important concepts addressed on big idea]	<ul style="list-style-type: none"> - Properly attaching coils to each other - Using slip and score method
Dialogue/Concepts [essential questions you will ask; points of discussion; what they are learning]	<ul style="list-style-type: none"> - Why is it important to properly slip and score clay we want to attach? - How is your personality represented in the design choices of your pot? - How did you choose the symbol you decided to use? - Post-project, is there another symbol you think fits you better? - What would you change if you remade this project and why?
Historical & Contemporary Art Exemplars [artworks, books, interviews, videos, visitors]	<p>Virtual museum tours:</p> <p>https://www.amoca.org/members/exhibitions/</p> <p>https://statemuseum.arizona.edu/online-exhibit/virtual-reality-tour-pottery-project</p> <p>https://theartofeducation.edu/2022/07/jul-how-to-teach-self-reflection-critiques-artist-statements-and-curatorial-rationales-like-a-pro/</p> <p>Response Artists:</p>

	<ul style="list-style-type: none"> - Erin Jane Nelson - Claudia V. Solórzano - Nicki Green - Candice Lin - Morgan Rose Free - Sharif Farrag - Jessica Jackson Hutchins - Woody De Othello - Salvador Jiménez-Flores - Anders Herwald Ruhwald - Tammie Rubin - Wade Tullier - Kathy Butterly - Jane Margarete
Media/Process [materials, techniques; step by step]	<p>Student Materials:</p> <ul style="list-style-type: none"> - Chromebook - Phone (Day 5 only) - Sketchbook - Writing Utensil <p>Teacher Materials:</p> <ul style="list-style-type: none"> - PPT - Artist List - Personality Pot Handout - Response Assignment Handout - How to Crit Handout - Clay - Clay tools (brushes, rubber ribs, wooden tools, needle tools, etc.) - Slip + Containers - Underglaze + Glaze <p>Day 1: Students will continue working on their pot bases and may begin to work on their symbols that represent their personality. These symbols must be 3D additions to the pots and may appear as ‘patches’ or ‘emblems’ adhered to the pot.</p>

	<p>Day 2: Students will be expected to finish their symbols and completely attach them to their pots using the slip and score method by the end of the class. If they finish early, they can glaze their test pots. If everyone has finished glazing their test pots, run a glaze firing. If not, wait until day 3 to run a glaze firing.</p> <p>Day 3: Students may begin underglazing their personality pots. If a student chooses not to or finishes underglazing early, they must first finish glazing their test pots, then they will be encouraged to explore one of the virtual museum tours. At the EOD, a bisque firing will be run for the personality pots and if needed, a glaze firing for the test pots.</p> <p>Day 4: Students will be able to view how their test pots came out and glaze their personality pots. If students finish early, they may begin working on Response Assignment #2 (same parameters as the first). This assignment will be due by beginning of class week 3, day 1.</p> <p>Day 5: Students will begin by receiving their glazed projects back. They will then partner up and do the TAG crit method. Students will continue to do this until they have critiqued all of their peers.</p>
Reading, writing, and talking about art [list instances/activities that are synthesized into the lesson, not separate]	<p>Day 3: If students have extra time, they will visit 1 or 2 virtual museums and read about contemporary and historical ceramics.</p> <p>Day 4: Students will write a 100 word response to research they will do about a contemporary ceramic artist.</p> <p>Day 5: Students will critique each of their peers' projects by writing on a sticky note.</p>
Closure/Assessment [how you will wrap it up and how you will grade the lesson's results] *Make a rubric for each final project	<p>Days 1-3: Graded on participation in in-class activities.</p> <p>Day 4: Graded on participation in in-class activities. Teacher will assess whether the response assignment has been completed.</p> <p>Day 5: Students will be graded on completion of T.A.G. critique. They must fill out all 3 prompts for each of their peers.</p>

Week 3

Title of Lesson & Expected Result[s] [& length of time to completion]	Slab Built Mugs Start 2 slab built mugs 9 x 45 min classes
Key Concepts [important concepts addressed on big idea]	<ul style="list-style-type: none"> - How to roll slabs - How to utilize slabs in multiple ways - Progress critique skills
Dialogue/Concepts [essential questions you will ask; points of discussion; what they are learning]	<ul style="list-style-type: none"> - Who has used slab building techniques with clay before? - How can you push your sketches/projects further? - What aesthetics have you decided to incorporate in your designs?
Historical & Contemporary Art Exemplars [artworks, books, interviews, videos, visitors]	https://theartofeducation.edu/2018/06/the-best-way-to-introduce-your-students-to-slab-construction/ 
Media/Process [materials, techniques; step by step]	Student Materials: <ul style="list-style-type: none"> - Chromebook - Sketchbook - Writing Utensil - Empty, rinsed can Teacher Materials: <ul style="list-style-type: none"> - Clay - Clay tools - Texture tools

	<ul style="list-style-type: none"> - Slip - Construction Paper - Scissors - Rulers - Newsprint - Soda cans (1 per student) <p>Day 1: Intro to slab building with artist examples. Introduce project #2, slab mugs. Assign Response Assignment #3. Due: beginning of class day 2. Have students bring an empty, rinsed can for next class. (Prepare many extras)</p> <p>Day 2: Teacher demo of rolling out slabs and cutting a rectangle from a template. Distribute cardstock/construction paper and have students cut rectangles that fit the circumference of the can they are using and are a comfortable height for them. Students may then start cutting out their slab. Cover and put aside for next class. Students are assigned 2-3 thumbnail sketches of mugs and must give 2 sentences of reasoning per sketch. Students must also come up with a general plan for their project. (Their first mug will be a 'gift to themselves,' the design should somehow reflect the interests and personality of the artist (WITH REASONING))</p> <p>Day 3: Teacher will assess sketches and project plan with students. While waiting, other students can form the cylinder for their mug around their can, attach the sides and a bottom, and smooth it out. Once a student's plan is approved, they may move on to adding texture, creating negative space, or otherwise altering their mug base. Students may optionally add a handle.</p> <p>Day 4: Mid-project critique: students will present what they have so far (or a printed picture of it) and do a gallery walk. Every student will set out a sheet of paper and ask a question on the paper. As students go through the gallery walk critique, they will write answers, suggestions, or even other questions on their peers' papers. This should take the full class period. Make sure all work is covered and wet by the end of the day if it has not been finished yet.</p> <p>Day 5: Students who were able to finish their first mugs will have the opportunity to underglaze them if they so choose. If students were not able to finish their first mugs yet, they must finish them today. Students will then start working on their 2nd mugs. This mug will be made with the intention of giving it to someone else and the design must reflect that in some way (WITH REASONING). Keep all unfinished work covered and wet for the weekend. Run a bisque firing for finished first mugs.</p>
Reading, writing, and	Day 1: Students will write a 100 word response to research they will do about a contemporary ceramic artist.

talking about art [list instances/activities that are synthesized into the lesson, not separate]	<p>Day 2: Students will write a bit about their decisions behind the choices they made in their sketches.</p> <p>Day 4: Students will do a lot of writing about their peers' art when doing the gallery walk crit.</p>
<p>Closure/Assessment [how you will wrap it up and how you will grade the lesson's results] *Make a rubric for each final project</p>	<p>Day 1: Graded on participation in in-class activities. Teacher will assess whether the response assignment has been completed.</p> <p>Day 2: Graded on their 2-3 sketches and brief written reasonings. Were they completed? Verbal plans shared with teacher are also assessed and must be approved before moving onto artmaking.</p> <p>Day 3: Graded on participation in in-class activities.</p> <p>Day 4: Students will be graded on completion of the gallery walk critique. They must make a meaningful comment on each of their peers' papers.</p> <p>Day 5: Graded on participation in in-class activities.</p>

Week 4

Title of Lesson & Expected Result[s] [& length of time to completion]	<p>Slab Built Mugs</p> <p>2 Slab built mugs</p> <p>9 x 45 min classes</p>
Key Concepts [important concepts addressed on big idea]	<ul style="list-style-type: none"> - Blending slabs - Critical critique
Dialogue/Concepts [essential questions you will ask; points of discussion; what they are]	<ul style="list-style-type: none"> - Are you satisfied with how your mugs came out? - How are your personal aesthetics represented in your design choices of mug #1? - How are the other person's aesthetics represented in your design choices of mug #2? - If you could make this project again what would you change and what would you keep the same? Why?

learning]	<ul style="list-style-type: none"> - What have you learned from making this project?
Historical & Contemporary Art Exemplars [artworks, books, interviews, videos, visitors]	https://kellhighschoolart.weebly.com/painting/category/padlet-critique Teacher Demo <i>Mr. Schnozz, Jordyn Rae</i>
Media/Process [materials, techniques; step by step]	<p>Student Materials:</p> <ul style="list-style-type: none"> - <p>Teacher Materials:</p> <ul style="list-style-type: none"> - PPT - Clay - Clay tools - Texture tools - Slip <p>Day 1: Students must finish their second mugs today. When they finish, students should glaze and underglaze their first mugs.</p> <p>Day 2: Students will be able to underglaze their second mugs and finish glazing or underglazing their first mugs. If possible, run a bisque <i>and</i> glaze firing today.</p> <p>Day 3: Students will have the last opportunity to glaze anything that has not been glazed yet. Students will be assigned Response #4 (should be able to finish in class). Due: beginning of day 4. Run final glaze firing.</p> <p>Day 4: Students will begin by receiving their glazed projects back. They will then partner up and do the TAG crit method (with three different partners). Using this beginning critique, students will then go to the padlet to do a bigger critique and to view their other classmates' work. Students must post at least one 'good' photo of their work with a 75 word reflection of their work, the making process, how it connects to their personality, etc. Students must then make at least 3 other meaningful comments on other students' work (cannot be one of their TAG partners).</p> <p>Day 5: <u>Intro Identity Ceramic Sculpture/Vessel Project:</u> Lesson Introduction: 15-20 min - Using a powerpoint presentation, we will briefly review what we did in our last lessons (coil and slab building techniques). We will then go over our next project's instructions, deadlines, and</p>

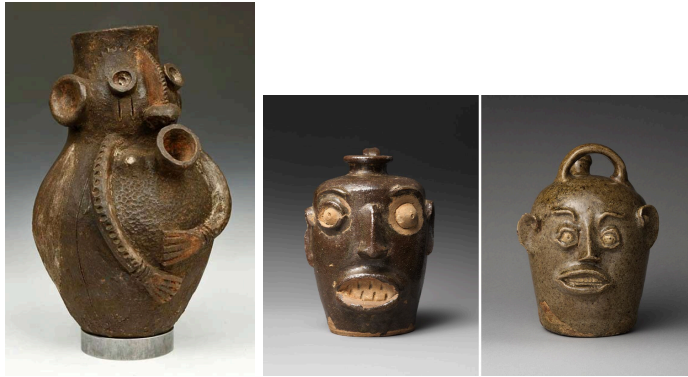
	<p>expectations. The students will be told about the many small parts that make up this project (research, rough sketches, prototypes, final sculpture, mid-project crits, and a final crit). They will also be given a good idea of the timeline of the project and what they are specifically being asked to complete. This project is meant to be an exploration into some part of the students' identities. Students will research artists and works that share an identity with them and create a ceramic work that represents that identity. This project is very open-ended and encourages learners to be as creative as they can be. Students can make vases, mugs, objects, etc.</p> <p>Lesson Demo: 10 min</p> <p>Connected to the intro, during the demo, I will be showcasing my own process of going through this project. I will include pictures from my sketchbook, my research interests, and pictures of my ceramic pieces at every stage. It also serves as a way to get students' brains thinking about how they would like to execute their projects.</p> <p>Research and Rough Sketches: 15-20 min (until end of class)</p> <p>Digitally submitted for feedback</p> <p>Students will be prompted to do extra research about art works and artists that share an identity with them. They will use this research as inspiration for their projects. Until the end of class, students are to make some rough sketches of ideas for their sculptures. Three rough sketches (with reasoning text) will be due (digitally uploaded and in their sketchbooks in person) by the beginning of class week 5 day 1.</p>
<p>Reading, writing, and talking about art [list instances/activities that are synthesized into the lesson, not separate]</p>	<p>Day 3: Students will write a 100 word response to research they will do about a contemporary ceramic artist.</p> <p>Day 4: Students will critique 3 of their peers' projects by writing on a sticky note. They will also write a 75 word reflection of their own work and respond meaningfully to 5 other peers on Padlet.</p> <p>Day 5: Students will engage in discussion about identity and the ways identity is present in artwork. Students will also do their own research into artists and art that shares their identity(ies) and have to explain in writing why their sketches are related to their identity(ies).</p>
<p>Closure/Assessment [how you will wrap it up and how you will grade the lesson's results] *Make a rubric for each final project</p>	<p>Day 1: Graded on participation in in-class activities.</p> <p>Day 2: Graded on participation in in-class activities.</p> <p>Day 3: Graded on participation in in-class activities. Teacher will assess whether the response assignment has been completed.</p>

	<p>Day 4: Students will be graded on completion of T.A.G. critique. They must fill out all 3 prompts for 3 of their peers. They will also be assessed on the quantity and quality of their padlet critiques and reflection. Students are expected to write a 100 word reflection on their completed project and make meaningful comments on 3 other students' work (more than "i like" statements, give a <i>why</i>).</p> <p>Day 5: Graded on their 2-3 sketches and brief written reasonings. Were they completed? Is it clear that research into an artist/artwork was done? Verbal plans shared with teacher are also assessed and must be approved before moving onto artmaking.</p>
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Week 5

Title of Lesson & Expected Result[s] [& length of time to completion]	<p>Identity Ceramic Sculpture</p> <p>2 prototypes</p> <p>1 finished vessel (min. 6"x8")</p> <p>16 x 45 min classes</p>
Key Concepts [important concepts addressed on big idea]	<ul style="list-style-type: none"> - Personal Identity - Researching personal interests - Choosing the best technique for a desired aesthetic
Dialogue/Concepts [essential questions you will ask; points of discussion; what they are learning]	<ul style="list-style-type: none"> - What is identity? - What identities are important to us? - Where and how do we see identity represented in artwork? - How do we communicate those identities in a 3D visual medium? - What can you add to your projects? - How can you push your project further?

Historical & Contemporary Art Exemplars [artworks, books, interviews, videos, visitors]



Media/Process [materials, techniques; step by step]

Student Materials:

- Chromebook
- Sketchbook
- Writing Utensil

Teacher Materials:

- PPT
- Clay
- Clay tools
- Texture tools
- Slip
- Project Handout
- Feedback Half-Sheet

Day 1: Students should have three rough sketches and short descriptions/reasonings at the beginning of class. I will hand out half sheets with questions to help guide self-reflection and peer feedback. Students will get in groups of 3 or 4 to think-pair-share using the questions as a guide to give each other feedback and discuss final project plans. I will walk around and also give students feedback on their plans. (Could also be condensed to a small self-reflection + teacher feedback only)

During the second half of the class, students may get started on their 2 prototypes or miniatures of their final project. If after the feedback, students would like to revisit their ideas, they may use the rest of the class for that.

Day 2: Students will have all of day 2 to work on their prototypes and must finish by the end of the day. Mini

	<p>prototypes must be 3" in at least one dimension and must be finished at the greenware stage by day 3.</p> <p>Day 3: Small group crit of prototypes referring back to original feedback sheets, if needed. Students will have the opportunity to underglaze the prototypes to test colors, textures, etc. and/or start on the final project: Identity Vessels. Assign Response Assignment #5. Due: Week 6, Day 1</p> <p>Day 4: Class will start with reminders of the project requirements and the timeline. If not started on day 4, all students should start the final project today. Students will be encouraged to talk with their peers while working on their projects.</p> <p>Day 5: Students will continue working on their projects individually.</p>
Reading, writing, and talking about art [list instances/activities that are synthesized into the lesson, not separate]	<p>Day 1: Students will speak in small groups about their project plans and to share feedback.</p> <p>Day 3: Students will discuss their prototyping in small groups. They will be provided with discussion starters to hopefully facilitate a deeper discussion of their works. Students will write a 100 word response to research they will do about a contemporary ceramic artist.</p>
Closure/Assessment [how you will wrap it up and how you will grade the lesson's results] *Make a rubric for each final project	<p>Days 1 + 2: Graded on participation in in-class activities.</p> <p>Day 3: Teacher will assess whether the response assignment has been completed.</p> <p>Days 4 + 5: Graded on participation in in-class activities.</p>

Week 6

Title of Lesson & Expected Result[s] [& length of time to completion]	<p>Identity Ceramic Sculpture</p> <p>2 prototypes</p> <p>1 finished vessel (min. 6"x8")</p>
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	16 x 45 min classes
Key Concepts [important concepts addressed on big idea]	<ul style="list-style-type: none"> - Personal Identity - Researching personal interests - Choosing the best technique for a desired aesthetic
Dialogue/Concepts [essential questions you will ask; points of discussion; what they are learning]	<ul style="list-style-type: none"> - How do we synthesize inspiration into our own work? - In what ways do we make our work more personal?
Historical & Contemporary Art Exemplars [artworks, books, interviews, videos, visitors]	Provided by students
Media/Process [materials, techniques; step by step]	<p>Student Materials:</p> <ul style="list-style-type: none"> - Sketchbook - Writing Utensil <p>Teacher Materials:</p> <ul style="list-style-type: none"> - PPT - Clay - Clay tools - Slip - Underglaze and Glaze <p>Day 1: Students will continue working on their projects individually.</p> <p>Day 2: There will be a 10 minute small group crit at the beginning of class for students to check in with their peers and instructor on their project progress. After, students will continue working on their projects individually.</p> <p>Day 3: Students will continue working on their projects individually. Students should start transitioning from working on the main shape of the vessel to the smaller details now.</p>

	<p>Day 4: Students will continue working on their projects individually. They should be finished with the main shape of the vessel and get ready to move onto the smaller details if they have not yet. Assign response #6, due: week 7, day 1</p> <p>Day 5: Students will continue working on their projects individually. They should start finishing up their smaller details and be prepared to finish working on their projects while wet by the next class. (week 7, day 1)</p>
Reading, writing, and talking about art [list instances/activities that are synthesized into the lesson, not separate]	<p>Day 2: Students will discuss their final project progress in small groups. They will be provided with discussion starters to hopefully facilitate a deeper discussion of their works.</p> <p>Day 4: Students will write a 100 word response to research they will do about a contemporary ceramic artist.</p>
<p>Closure/Assessment [how you will wrap it up and how you will grade the lesson's results] *Make a rubric for each final project</p>	<p>Days 1-3: Graded on participation in in-class activities.</p> <p>Day 4: Graded on participation in in-class activities. Teacher will assess whether the response assignment has been completed.</p> <p>Day 5: Graded on participation in in-class activities.</p>

Week 7

Title of Lesson & Expected Result[s] [& length of time to completion]	<p>Identity Ceramic Sculpture</p> <p>2 prototypes</p> <p>1 finished vessel (min. 6"x8")</p> <p>16 x 45 min classes</p>
Key Concepts [important concepts addressed on big idea]	<ul style="list-style-type: none"> - Personal Identity - Researching personal interests - Choosing the best technique for a desired aesthetic - Critique skills

Dialogue/Concepts [essential questions you will ask; points of discussion; what they are learning]	<ul style="list-style-type: none"> - Where and how do we see identity represented in artwork? - How do we communicate those identities in a 3D visual medium? - What concept or formal idea are you trying to communicate? - What ceramic processes did you use to create this? - What do you think are the strengths of this project? Why? - What do you think the weaknesses of this project are? Why? - If you created your work again, what would you change? Why? - How were you challenged? - What did you learn from this project?
Historical & Contemporary Art Exemplars [artworks, books, interviews, videos, visitors]	Provided by students
Media/Process [materials, techniques; step by step]	<p>Student Materials:</p> <ul style="list-style-type: none"> - Sketchbook - Writing Utensil <p>Teacher Materials:</p> <ul style="list-style-type: none"> - PPT - Clay - Clay tools - Slip - Underglaze and Glaze <p>Day 1: Students are expected to be finished working on their projects wet today.</p> <p>Day 2: Students may underglaze their projects. They must finish by EOC. If any deadlines were missed, they may throw old projects into the final bisque firing</p> <p>Day 3: Students may glaze their projects. They must finish by EOC. If any deadlines were missed, they may throw old projects into the final glaze firing</p> <p>Day 4: Students will receive their final, glazed works and jump right into full class crit. This will be an in person crit where each student will be able to present about their project and explain a bit of the identity-related features of</p>

	<p>their work. Students and the instructor will then give meaningful and helpful feedback. Students will be expected to go beyond 'I like' statements to find areas of improvement, ask questions, or explain why some aspect of the work appeals to them. Students must comment on at least 4 other students' projects to earn full credit for the critique. Assign post-project self assessment due EOD day 5 (or next week, day 1 if not the end of the term).</p> <p>Day 5: Students will continue with the final critique. Students will be able to take all of their work home with them after this day.</p>
<p>Reading, writing, and talking about art [list instances/activities that are synthesized into the lesson, not separate]</p>	<p>Day 4: There will be an in person crit where each student will be able to present about their project and explain a bit of the identity-related features of their work. Students and the instructor will then give meaningful and helpful feedback. Students will be expected to go beyond 'I like' statements to find areas of improvement, ask questions, or explain why some aspect of the work appeals to them.</p> <p>There will also be a post-project self assessment that will require some critical thinking and writing about their art.</p> <p>Day 5: There will be an in person crit where each student will be able to present about their project and explain a bit of the identity-related features of their work. Students and the instructor will then give meaningful and helpful feedback. Students will be expected to go beyond 'I like' statements to find areas of improvement, ask questions, or explain why some aspect of the work appeals to them.</p>
<p>Closure/Assessment [how you will wrap it up and how you will grade the lesson's results] *Make a rubric for each final project</p>	<p>Days 1-3: Graded on participation in in-class activities.</p> <p>Day 4: The self-assessment will be graded on completion and genuine reflection. Students will also be graded on participation during the critique. Students are expected to make meaningful comments on 6 other students' work (more than "i like" statements, give a <i>why</i>).</p> <p>Day 5: Students will also be graded on participation during the critique. Students are expected to make meaningful comments on 6 other students' work (more than "i like" statements, give a <i>why</i>).</p>