**ART 5510 Comprehensive Curriculum Unit Planning Tool**

**Susan Berns:**

**Cultural Objects; Creative Connections:**

**Unit 15 Lessons/ 3 weeks:**

**11-12th grade:**

**Enduring Understandings:**

Artists are influenced by their cultures, society and environment.

Creativity and innovative thinking are essential life skills that can be developed.

Art is shaped by cultural conditions and reveals them.

Over time, some aspects of art change, while others stay the same.

Creating art is an integral part of human expression and understanding.

Creativity and innovative thinking are essential life skills that can be developed.

Making art requires the knowledge and practice of formal techniques and processes.

Analyzing the work of others helps us to know quality.

The work of current experts in the field is built upon the accomplishments and challenges of the past.

Objects, artifacts, and artworks collected, preserved, or presented by museums or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

People gain insights into meanings of artworks by engaging in the process of art criticism.

**Rational/Narrative Summary:**

Objects play a pivotal role within our society, it is our culture that places value on how we view the objects that surround us and why they are important. These objects change according to time, environment, country and art. Such artifacts express and reflect cultural characteristics that include traditions, beliefs, and social influences. One of the oldest and most essential of these objects are items made with clay. The development of creating objects out of available materials for items to meet humans’ needs is one of the most significant aspects of the history of ceramics. Developing awareness about artistic and cultural objects informs and inspires students of how past societies were influenced by their culture and beliefs, similar to today.

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| **Lesson Title and duration of the lesson (how many days will the lesson take?)** | **Brief Overview (What will learners do?)** | **National Standards addressed in this lesson** | **Interdisciplinary Connections to the Common Core Subject areas** | **Essential Questions addressed in this specific lesson** | **Lesson Objectives (Concepts):**  **Learners will know:**  **What key concepts, facts, and vocabulary terms will the learners acquire as a result of this lesson?** | **Lesson Objectives (Skills):**  **Learners will be able to do:**  **What key art making, criticism, historical, and aesthetic skills will the students acquire as a result of this lesson?** | **Assessment; Assessment instruments and strategies for grading** | **Motivating**  **Activities & Games:**  **Non-Studio & Studio Explorations.**  **Inquiry-Based learning activities support or set up major Projects. Learning activities that engage students in Equip, Experience, and Explore** | **Teaching Instructional Resources needed to deliver these learning activities**  **Culturally Diverse Artists/Historical Exemplars/**  **Visual Culture**  **Connections**  **Inter-disciplinary curriculum connections: books, film, media from varied subject areas.** | **Art Materials, Tools, Equipment & Facilities Needed** | **Closure**  **Activities/ Critiques/**  **Questions** |
| **Lesson 1:**  **Importance of Objects; Why?**  **1 day** | Students will reflect on what & why objects are important, have value or have special meaning in their life? | VA:Cr1.1.la VA:Cn11.1.Ia | LANGUAGE ARTS Effective discussion and co-operation with others; LITERACY Effective communication relies on proper written format  SOCIAL STUDIES  What do we value, what and why are objects produced? | What objects are important to me? And why is that? | Students will learn that objects hold value and meaning based on society’s beliefs, needs and culture.  **Artifact**  **Cultural**  **Symbol** | Students lead discussions; consider, reflect, discuss and write what objects have meaning in their lives. Respond in writing to prompt “why do objects hold importance to others now or in the past?” | #1  Discussion Prompt Discussion Questions  (All students will list items on work sheet and share with class to place on a class list projected on video screen) | Explore possible group opinions about objects that hold meaning and/or value to them. Are there similarities among the students in your group? Of people in the past? | Images from Pinterest board  Contemporary objects of teapot, Jazz Bowl, and Nan Smith Sculpture  Web site (see resource last page) | Computer with video screen | Reflection question for next lesson What is the difference between objects that you use and objects that are important to you?  What would it be like if there were no containers to drink out of, eat off or use for storage? |
| **Lesson 2:**  **Cultural Objects; Lab Research**  **1 day** | Students will research and explore images and videos on web sites that present ceramic objects that hold importance for individuals and groups that reflect their culture, choose which ones appeal to them? Why? Students will begin a Google Doc process journal | *VA:Cr1.1.la VA:Re8.1.Ia* | SOCIAL STUDIES  A culture is a group of people with common beliefs, traditions and art.  LANGUAGE ARTS  Visual literacy is a 21st century skill that is developed by analyzing images  TECHNOLOGY  Integration of web-sites for visual information | How does art reflect culture? What do I need to know about the history of a piece to be able to evaluate it fairly?  How does art help us understand the lives of people of different times, places, and cultures? | Students will learn to identify various historical ceramic objects, their purpose and context, adding insight to cultural time periods, they will develop their knowledge on the process of reflecting, analyzing, and responding about cultural objects.  **Style**  **Form Function**  **Ceramics** | Students will be able to research, analyze and convey written response on information about ceramics from different cultures related to web site, compare and contrast 2 cultural objects  Create a Google Doc Process journal following a guide that is updated throughout Unit. Develop an opinion on what artworks appeal to them | #2 History of Cultural Ceramic Objects Work Sheet with (150 word count) Reflection Prompt;  #2-15 Google-Slides Journal  (follow format guide) | Apply inquiry strategies with appropriate procedures to research information through technology | Poster Ancient Greek image of Terracotta Krater  Web site (see resource last page) | Computers for each student  Printer | Look for ceramic objects in your house, how do you think they were made?  What would you use instead if there was no ceramics? |
| **Lesson 3:**  **Connecting Cultural Objects Past and Present**  **1 day** | Students will view and discuss artifacts from Pinterest Board in a collaborative group and individually.  Develop understanding of terminology and how these words affect meaning when communicating | *VA:Cr1.1.la VA:Pr6.1.la VA:Re8.1.Ia* | ENGLISH LITERACY Develop an effective use of specialized terminology to assist when describing cultural ceramic objects.  SOCIAL STUDIES  People and their art are affected by environmental, social, cultural and civic concerns.  HISTORY  What are we able to infer about objects from historical societies? | How does the viewing of ceramic objects influence and inspire my ideas?  How do past cultural artistic contributions influence the process of creating art today?  How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? How does knowing and using visual art terms help us understand and interpret works of art? | Students will be able to recognize new terminology and various ceramic artifacts created in different time periods and cultures, understand the aesthetic issues concerning the meaning and significance of ceramic objects.  **Aesthetic**  **Critique**  **Techniques**  **Construction** | Communicate using appropriate vocabulary and how it applies to art work.  Investigate the process of hypothesizing and making informed guesses, about cultural objects (function purpose, form, time period, and culture etc.) | #3  Pinterest Collaborative Discussion Check List;  #3  Pinterest Artwork Critique Form | Demonstrate strategies to identify, sort and interpret visual images in categories of images from Pinterest Board  Students use words from  Terminology list  when communicating in written format about cultural objects | “Crystal” Ceramics Timeline  Laminated collection of images from Pinterest for each group to work with    Web site (see resource last page) | Computers for each student | Choose an image from today’s collection that you believe would hold the most value. Which object would you choose and why? |
| **Lesson 4:**  **History and Culture Inspires Art Making**  **1 day** | Students will view *Maria Martinez Indian Pottery Maker of San Ildefonso;* Students will be guided through a formalism style of looking at how a particular artist successfully applies technique, skill and design intent to a piece of artwork | *VA:Pr6.1.la VA:Re8.1.Ia VA:Cn11.1.la* | SCIENCE  What changes clay to ceramics?  SOCIAL STUDIES  Do the arts reflect or shape a culture?  HISTORY  What happened in the past and how can we learn from it. | What conditions, attitudes, and behaviors support creativity and innovative thinking? How does the context of the piece affect my appreciation of it?  How does art preserve aspects of life? How does collaboration expand the creative process? | Students will know that skill and knowledge is needed when manipulating clay materials while creating Understand that intentions of an artist are reflected in his/her artwork are inspired by their culture and experiences  **Leatherhard**  **Greenware**  **Slip**  **Motif**  **Pattern**  **Pottery** | Students will be able to reflect on artistic process and techniques. Recognize quality of work and meaning behind historical /cultural context. Develop global and multicultural perspectives. Students will make personal connections about learning new skills; understand that creativity and innovative thinking are essential life skills that can be developed. | #4  Video Questions;  Terminology Quiz | Students will view Maria Martinez video while answering written prompts  Review terminology with a word game before taking quiz; working in pairs students will create one note card that illustrates (with a symbol or image) that word; place on display board, review with class. | Video about Maria Martinez  (see resource last page) | Video, Dvd player and screen  Note cards for terminology game | When talking about objects what is the difference between “needs” and “wants”? |
| **Lesson 5:**  **Researching Ceramic Vessels**  **1 day** | Students will consider one of the oldest and most useful of traditional forms in ceramic objects, large containers or vessels; research images of ceramic containers from other cultures, past and present. Describe and analyze cultural inspired ceramic containers/ vessels they find interesting | *VA:Cr1.1.la VA:Pr6.1.la VA:Cn11.1.la* | SOCIAL STUDIES  What can we learn about a culture when looking at their art?  LANGUAGE ARTS  Visual materials enrich communication  TECHNOLOGY  Use tech as a tool for research, assessing and communicating information and/or illustrating images | How do I find inspiration, develop it, and create in an original way?  What conditions, attitudes, and behaviors support creativity and innovative thinking? | Students will identify possible methods of finding inspiration. Acknowledge the process of planning and revising ideas when creating. Students will learn to assess cultural ceramic objects using terminology in a thoughtful analytical manner, moving beyond “I like it”.  **Texture**  **Oxide**  **Glaze** | Students will research and generate ideas for artistic expression. They will use new vocabulary words to describe and analyze cultural inspired ceramic vessels. They will identify images they find interesting and inspirational for their project. | #5  Research Cultural Vessels Work Sheet  personal choice and why the student selected these Images | Students will explore various ways to gain inspiration.  Print out images to view later and place on their Google-Doc Journal as part of process in this Unit. | List of web-sites for students to investigate (see resource last page) | Computers for each student  Ceramic Books illustrating different cultures in ceramics and Ceramic Monthly Magazines | What is your emotional reaction to one of the images you chose? Why do you think that is so? |
| **Lesson 6:**  **Design Template for Ceramic Project**  **1 day** | Students will choose and design a form for their vessel project inspired by images from their Google Doc journal as reference, sketch and create a template | *VA:Cr1.1.la* *VA:Cn11.1.la* | SCIENCE  Ceramics used for more than art; silicon chip & catalytic converter examples of ceramic technology  HISTORY  How does the legacy of past artists influence contemporary artists?  MATH  Spatial relationships | What factors prevent or encourage people to take creative risks? Know the purpose and techniques involved in traditional and contemporary forms in clay, how does function inform design? | Students will understand that planning is an important element when creating that includes generating ideas based on personal experiences and research.  **Materials**  **Form**  **Function**  **Silhouette** | Demonstrate an understanding and skill of creating a piece of art inspired by other cultures. Self-assess their work in writing through a process journal of ideas, inspirations and revisions.  Be able to create a template using images they have chosen for inspiration. | Template  #6-14  Informal Observation Check List | Hands on engagement of creating a silhouette from a template referencing their chosen project shape | Examples of templates  Silhouettes of vessel shapes from different cultures | Students images, tag board and art supplies for making template | What does “Form Follows Function” mean? |
| **Lesson 7:**  **Create Ceramic Project**  **1 day** | Students will experiment with technique and other materials as they select and apply tools and methods while creating an individual coil vessel. | *VA:Cr1.1.la* | SCIENCE  Clay minerals are a naturally occurring process in the earth  SOCIAL STUDIES  Why do archaeologists study pottery shards?  MATH  Percent of clay shrinkage correlates to firing temperature | How do I integrate tools and techniques successfully when creating artwork? | Students will understand the importance of being self-sufficient when working in an artist studio; Know that manipulating clay materials while creating individual forms requires an understanding of basic ceramic techniques and skill relating to the creative process. understand the different stages of clay;  **Coil**  **Slip & Score Firing** | Experiment with techniques and other materials to begin creating individual artwork. Identify and manipulate materials and tools safely to achieve a well-crafted meaningful project. Use a variety of methods to solve challenging problems when working in ceramics | #7-15  Project Rubric;  #6-14  Informal Observation Check List | Know where to begin and what materials are needed to be successful. Hands on engagement of exploring and experimenting with clay materials and tools | Images of ceramic vessels; examples of student made vessels  Information for reference web-sites, YouTube coil vessel (see resource last page) | Ceramic tools,  Clay,  ceramic studio with canvas covered tables, | Exit Slip  What do you know now that you did not know at the beginning of class today? |
| **Lesson 8-14:**  **Producing Ceramic Project**  **9 days** | Students will work independently on their ceramic projects, they will reflect and refine as they work, discussing progress with each other determining changes and evaluating success | *VA:Cr1.1.la* | MATH  Consider symmetries when creating 3-dimensional forms  SOCIAL STUDIES  Is new technologies better then what it replaces? | How do I problem solve to achieve the results I want?  How does knowledge of culture, traditions, and history influence personal responses to art and creating art? | Students will demonstrate an understanding about what artistic choices mean regarding construction techniques; surface qualities; craftsmanship and skill; demonstrate an understanding and skill of creating a piece of art inspired by other cultures  **Symmetrical**  **Asymmetrical Construction** | Select and apply the correct tools and techniques when creating a piece of artwork in clay.  Select and apply the correct tools and techniques when creating a piece of artwork in clay.  Be self-sufficient when working in an artist studio  demonstrate the appropriate technique of joining pieces of clay together in coil building to create a 3-dimensional vessel | #7-14  Project Rubric;  #6-15  Informal Observation Check List | Continue with hands on process of producing an end product while being aware of when changes need to be made. | Images of ceramic vessels; | Ceramic tools,  Clay,  ceramic studio with canvas covered tables, | Look at vessels that are symmetrical and asymmetrical, why do you think that is? What does this type of balance suggest about a ceramic form? |
| **Lesson 15:**  **Connecting Process and Product**  **1 day** | Students will complete their final project, revising, update Google Doc journal with images of progress on their vessel, include written reflections and images of inspirations | *VA:Pr6.1.la VA:Cn11.1.la* | SOCIAL STUDIES  Why should we study past cultures? What can we learn from them?  LANGUAGE ARTS Effective communication skills is important when presenting ideas.  LITERACY written format is influenced by  purpose and audience | What is the value of engaging in the process of art criticism? How can I apply what I’ve learned to real life situations?  Analyzing the work of others helps us to know quality | Students will communicate using appropriate terminology and how it applies to their and others art work, be able to reflect, revise and refine their artwork using problem-solving and critical thinking skills. | Be able to recognize and reflect when improvement on artwork needs to be revised or refined through process or techniques using problem-solving and critical thinking skills. | #7-15  Project Rubric;  #2-15  Google Slides Journal;  #15  Student Self-Critique | Student peer critique of artwork, present google doc journal |  | Pedestal for displaying completed projects for critique  Computer with video screen | Do the arts reflect or shape a culture? |
| **Notes:** |  |  |  |  |  |  |  |  |  |  |  |
| INSTRUCTIONAL RESOURSES:  Lesson 1 <https://www.pinterest.com/susanjberns/cultural-objects-creative-connections/>  Lesson 2 <http://www.historyforkids.org/learn/arts/pottery/>  <https://www.khanacademy.org/> Prize Amphora Showing a Chariot Race; Sprinter on a Vase from Rhodes  Puebloan: Maria Martinez Black-on-black ceramics  Lesson 3 Handheld Art. (n.d.) Retrieved January 15, 2016, from <http://handheld.cas.sc.edu/>    Lesson 4 Krepela, R. (Director). (1999). *Maria Martinez: Native American Pottery Maker of San Ildelfonso* [Motion picture on DVD].    Lesson 5 <http://depts.washington.edu/matseed/mse_resources/Webpage/Ceramics/ceramics.htm>  <http://ceramics.org/learn-about-ceramics/history-of-ceramics> other sites from previous lessons or any other legit web-site students find  Ceramics Monthly magazines, Various Cultural Ceramic Illustrated books, images on display board of examples  Lesson6    Lesson7 <https://www.youtube.com/watch?v=2dsOf2uj3Zw> students reference when needed  Lesson 8-14  Lesson 15 | | | | | | | | | | | |
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