

| Course Title:    | Content Area: | Grade Level: | Credit (if applicable) |
|------------------|---------------|--------------|------------------------|
| <b>Pottery 3</b> | <b>Art</b>    | <b>10-12</b> | <b>.5</b>              |

**Course Description:**

Pottery 3 & 4 will allow students further to develop their skills and knowledge in the ceramic arts. In these new courses, students will use Pottery 1 & 2 skills to focus on self-expression and exploration of different media and develop mastery through portfolio preparation.

**Aligned Core Resources:**

N/A

**Connection to the [BPS Vision of the Graduate](#)**

- Meaningfully Contribute to a Global Society**  
SOCIAL AND CROSS-CULTURAL SKILLS
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- GLOBAL AWARENESS
- Understand other nations and cultures
- Effectively Communicate in a Global Society**  
COMMUNICATION
- Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Demonstrate Academic Knowledge and Skills**  
CONTENT MASTERY
- Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum
- Successfully Employ Skills for Self-Sufficiency**  
GOAL DIRECTED
- Set goals with tangible and intangible success criteria

**Additional Course Information:**  
*Knowledge/Skill Dependent courses/prerequisites*

Link to Completed [Equity Audit](#)

**Prerequisites: Pottery 1 and Pottery 2**

[Pottery 3 Equity](#)

**Standard Matrix**

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| District Learning Expectations and Standards | <a href="#">Unit 1 - Review of Skills</a> | <a href="#">Unit 2 - Open and Closed Forms</a> | <a href="#">Unit 3 - Altering Forms</a> | <a href="#">Unit 4 - Combining Handbuilt Forms with</a> |
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|  |   |   |   | <a href="#">Wheel-Thrown Forms</a> |
| <b>Creating</b>  |   |   |   |                                    |
| VA:Cr1.1 Investigate, Plan, Make   |   |   |   | x                                  |
| VA:Cr2.1 Organize and develop artistic ideas and work  | x | x |   | x                                  |
| VA:Cr3.1 Refine and complete artistic work.  |   |   | x |                                    |
| <b>Presenting</b>  |   |   |   |                                    |
| VA:Pr4.1 Select, analyze, and interpret artistic work for presentation.  |   |   |   |                                    |
| VA:Pr5.1 Develop and refine artistic techniques and work for presentation.   |   | x |   |                                    |
| VA:Pr6.1 Convey meaning through the presentation of artistic work.   |   |   |   |                                    |
| <b>Responding</b>  |   |   |   |                                    |
| VA:Re7.1 Perceive and analyze artistic work.   |   | x | x | x                                  |
| VA:Re8.1 Interpret intent and meaning in artistic work.  |   |   |   |                                    |
| VA:Re9.1 Apply criteria to evaluate artistic work.   | x |   |   |                                    |
| <b>Connecting</b>  |   |   |   |                                    |
| VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.                                    |   |   |   |                                    |
| VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. | x |   | x |                                    |

### Unit Links

|   |          |
|---|----------|
| <b>Unit 1 - Review of Skills</b>                                  | <b>2</b> |
| <b>Unit 2 - Open and Closed Forms</b>                             | <b>4</b> |
| <b>Unit 3 - Altering Forms</b>                                    | <b>6</b> |
| <b>Unit 4 - Combining Handbuilt Forms with Wheel-Thrown Forms</b> | <b>7</b> |

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| <b>Unit Title:</b>   |   |
| Unit 1 - Review of Skills  |   |
| <b>Relevant Standards: Bold indicates priority</b>   |   |
| <p><b>VA:Cr2.1.1a</b> - Use multiple approaches to begin creative endeavors</p> <p><b>VA:Re9.1.1a</b> - Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><b>VA:Cn11.1.1a</b> - Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>  |   |
| <b>Essential Question(s):</b>  | <b>Enduring Understanding(s):</b>   |
| <p><b>Cr2.1</b> - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><b>Re9.1</b> - How does one determine criteria to evaluate a work of art?</p> <p><b>Cn11.1</b> - How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> | <p><b>Cr2.1</b> - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><b>Re9.1</b> - People evaluate art based on various criteria</p> <p><b>Cn11.1</b> - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> |
| <b>Demonstration of Learning:</b>  | <b>Pacing for Unit</b>  |
| Students will create wares that will demonstrate their prior knowledge of pottery processes and techniques.  | 5 Classes   |
| <b>Family Overview (link below)</b>  | <b>Integration of Technology:</b>   |
| Students will demonstrate their abilities to create both wheel and handbuilt artwork using prior knowledge of pottery techniques and skills learned in Pottery 1 and 2.  | N/A   |
| <b>Unit-specific Vocabulary:</b>   | <b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>   |
| Centering, Cone Up, Cone Down, Center, Throw, cylinder, walls, base, rim, neck, shoulders, opening the dome, raising/pulling the sides compressing, pinch, coil, slab, modeling, plastic, leatherhard, bone dry, bisque ware, greenware, Glaze, underglaze, resist, texture, sgraffito, stencils   | N/A   |
| <b>Opportunities for Interdisciplinary Connections:</b>  | <b>Anticipated misconceptions:</b>  |
| Interdisciplinary connections are woven into individual lessons. The subject of Pottery/Ceramics intrinsically includes the connection to science, math and history.   | Student work should all look the same<br>Students should all be at the same level   |

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| <b>Connections to Prior Units:</b>  |  | <b>Connections to Future Units:</b>  |                             |
| Students have taken Pottery 1 and 2 as a prerequisite   |  | All future units will be built upon skills reviewed in Unit 1  |                             |
| <b>Differentiation through <a href="#">Universal Design for Learning</a></b>  |  |  |                             |
| <b>UDL Indicator</b>  |  | <b>Teacher Actions:</b>  |                             |
| <p><b>Welcoming Interests &amp; Identities</b><br/>7.2 Optimize relevance, value, and authenticity</p> <p><b>Sustaining Effort &amp; Persistence</b><br/>8.2 Optimize challenge and support</p> |  | <ul style="list-style-type: none"> <li>● Vary activities and sources of information so they can be: <ul style="list-style-type: none"> <li>○ Personalized and contextualized to learners' lives</li> <li>○ Culturally relevant and sustaining</li> <li>○ Socially relevant</li> <li>○ Age and ability appropriate</li> <li>○ Appropriate for different racial, cultural, ethnic, and gender groups</li> </ul> </li> <br/> <li>● Provide tasks that allow for active participation, exploration, and experimentation.</li> <li>● Offer options with varying modes of complexity or difficulty.</li> <li>● Emphasize process, effort, and progress in meeting standards as alternatives to external evaluation and competition.</li> </ul> |                             |
| <b>Supporting Multilingual/English Learners</b>   |  |  |                             |
| <b>Related CELP standards:</b>  |  | <b>CELP Learning Targets:</b>  |                             |
| 9-12.8<br>An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.   |  | An EL can, relying on context, visual aids, and knowledge of morphology in their native language: <ul style="list-style-type: none"> <li>● recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions</li> </ul>  |                             |
| <b>Lesson Sequence</b>  | <b>Learning Target</b>   | <b>Success Criteria/ Assessment</b>  | <b>Resources</b>            |
| Lesson 1<br>Centering   | I can exhibit the techniques used to center clay on the wheel. | Students will center a piece of clay on the pottery wheel. Students will display proper hand/body placement while centering.   | Clay, wheel, sponge, water, |

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|                                |  | Students will demonstrate the cone up and cone down techniques.  |   |
| Lesson 2<br>Cylinder           | I can demonstrate proper techniques used to create a cylinder on the wheel.                            | Students will dome, open and pull up the walls of the clay.<br>Students will create a cylinder on the pottery wheel that has a consistent thickness of the base, wall and rim. | Clay, wheel, sponge, water, rib tool, pin tool, modeling tool     |
| Lesson 3<br>Hand Building      | I can demonstrate how to use the pinch, coil and slab method of hand building                          | Demonstrate the use of two handbuilding techniques to create a functional combined form.   | Clay, sponge, water, modeling tools, carving tools, scoring tools |
| Lesson 4<br>Surface Decoration | I can demonstrate understanding how to use a variety of media to create different finishes on my clay. | Finished wares demonstrate the intended use of media and intended planning.  | Clay, banding wheel, sponge, water, brushes, various glazes       |
| Lesson 5<br>Reflection         | I can describe and reflect on the processes of throwing and handbuilding techniques.                   | Students can either write or verbally articulate the processes of throwing and handbuilding.   |   |

**Unit Title:**

## Unit 2 - Open and Closed Forms

**Relevant Standards: Bold indicates priority**

**VA:Cr2.1.IIa** - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

**VA:Pr5.1.IIa** - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

**VA:Re.7.1.IIa** - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

**Essential Question(s):**

**Cr2.1** - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

**Pr5.1** - What methods and processes are considered when preparing artwork for presentation or

**Enduring Understanding(s):**

**Cr2.1** - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

**Pr5.1** - Artists, curators and others consider a variety of factors and methods including evolving technologies

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| <p>preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><b>Re.7.1</b> - How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> | <p>when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p><b>Re.7.1</b> - Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> |
| <b>Demonstration of Learning:</b>  | <b>Pacing for Unit</b>   |
| Students will create an “Open Form” and a “Closed Form” using both wheel thrown and hand building techniques.  | 14 Classes   |
| <b>Family Overview (link below)</b>  | <b>Integration of Technology:</b>  |
| Students will create a variety of clay forms using both wheel thrown and handbuilding techniques to produce both Open and Closed form artwork. Students will be given specific learning criteria and use a variety of clay techniques to complete their artwork.   | N/A  |
| <b>Unit-specific Vocabulary:</b>   | <b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>  |
| Open Form, Closed Form Elements of art, Principles of Design, Glazing and surface texture, Glaze, underglaze, resist, texture, sgraffito   | N/A  |
| <b>Opportunities for Interdisciplinary Connections:</b>  | <b>Anticipated misconceptions:</b>   |
| Interdisciplinary connections are woven into individual lessons. The subject of Pottery/Ceramics intrinsically includes the connection to science, math and history.   | Thinking closed form has a lid.<br>Thinking that thrown pieces are automatically open.   |
| <b>Connections to Prior Units:</b>   | <b>Connections to Future Units:</b>  |
| Students will use the skills, processes, and techniques demonstrated in unit 1 to construct new forms.   | Students will alter and combine forms in future units. They will use skills, processes, and techniques used in unit 1 and 2 to create more complex forms.  |
| <b>Differentiation through <a href="#">Universal Design for Learning</a></b>   |  |
| <b>UDL Indicator</b>   | <b>Teacher Actions:</b>  |
| <p><b>Expression &amp; Communication</b><br/>5.2 Use multiple tools for construction, composition, and creativity</p> <p><b>Building Knowledge</b><br/>3.1 Connect prior knowledge to new learning</p>   | <ul style="list-style-type: none"> <li>Solve problems using a variety of strategies.</li> <li>Anchor instruction by linking to and activating relevant prior knowledge</li> </ul>  |

| Supporting Multilingual/English Learners   |  |   |   |
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| Related CELP standards:  |  | CELP Learning Targets:  |   |
| 9-12.7<br>An EL can adapt language choices to purpose, task, and audience when speaking and writing. |  | An EL Can, with prompting and supports: <ul style="list-style-type: none"> <li>use frequently occurring words and phrases</li> </ul>    |   |
| Lesson Sequence  | Learning Target  | Success Criteria/ Assessment  | Resources                                 |
| Lesson 1<br>Creating a handbuilt open form   | I can demonstrate how to create a handbuilt open form.   | The form demonstrates balance. The rim is the widest part of the form. Surface treatment demonstrates craftsmanship and creativity.     | clay, various modeling tools              |
| Lesson 2<br>Throwing an open form  | I can exhibit a wheel thrown open form.  | The form demonstrates balance. The rim is the widest part of the form. Surface treatment demonstrates craftsmanship and creativity.     | clay, sponge, water, modeling tools, rib  |
| Lesson 3<br>Creating a handbuilt closed form   | I can demonstrate how to create a handbuilt closed form  | The form demonstrates balance. Surface treatment demonstrates craftsmanship and creativity.   | clay, sponge, various modeling tools      |
| Lesson 4<br>Throwing a closed form   | I can throw a closed form on the wheel   | The form demonstrates balance. The rim is not the widest part of the form. Surface treatment demonstrates craftsmanship and creativity. | clay, sponge, water, modeling tools, rib  |
| Lesson 5<br>Surface Decoration   | I can apply different surface decoration techniques effectively and appropriately. I can apply unique and creative surface decoration to my wares. | The form demonstrates understanding of planning and implementation of specific surface decorations within given criteria.               | Glaze, underglaze, brushes, banding wheel |

**Unit Title:**

# Unit 3 - Altering Forms

## Relevant Standards: Bold indicates priority

**VA:Cr3.1.1a** - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

**VA:Re.7.1.1a** - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

**VA:Cn11.1.1a** - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

## Essential Question(s):

**Cr3.1** - What role does persistence play in revising, refining, and developing work? How does art help us understand the lives of people of different times, places, and cultures? How do life experiences influence the way you relate to art?

**Re.7.1** - How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

**Cn11.1** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

## Enduring Understanding(s):

**Cr3.1** - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

**Re.7.1** - Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

**Cn11.1** - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

## Demonstration of Learning:

Students will demonstrate an understanding of altered forms

## Pacing for Unit

14 days

## Family Overview (link below)

Students will create forms both hand built and wheel thrown that will be altered using a variety of tools and processes. Students will have the opportunity to explore different cultures in relation to pottery/ceramics and their similarities and differences.

## Integration of Technology:

N/A

## Unit-specific Vocabulary:

Foot, Ribbon Tools, loop tools, pin tools, trimming, Additive, Subtractive, altering, slip and score, Glaze, underglaze, resist, texture, sgraffito

## Aligned Unit Materials, Resources, and Technology (beyond core resources):

N/A

## Opportunities for Interdisciplinary Connections:

## Anticipated misconceptions:



| Interdisciplinary connections are woven into individual lessons. The subject of Pottery/Ceramics intrinsically includes the connection to science, math and history.                                     |  | Altering forms ruins the original form.<br>There is not cultural significance in pottery.   |  |
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| <b>Connections to Prior Units:</b>   |  | <b>Connections to Future Units:</b>   |  |
| Students have made a variety of forms using different methods of construction as well as techniques on the wheel. Students will use the techniques previously learned to create new forms.               |  | By altering forms, students will be able to construct combined forms with more variety.<br>Students will be able to demonstrate a more diverse use of surface decoration.   |  |
| <b>Differentiation through Universal Design for Learning</b>   |  |   |  |
| <b>UDL Indicator</b>   |  | <b>Teacher Actions:</b>   |  |
| <p><b>Languages &amp; Symbols</b><br/>2.3 Cultivate understanding and respect across languages and dialects</p> <p><b>Sustaining Effort &amp; Persistence</b><br/>8.2 Optimize challenge and support</p> |  | <ul style="list-style-type: none"> <li>Promote the opportunity to share cultures and backgrounds.</li> <li>Emphasize process, effort, and progress in meeting standards as alternatives to external evaluation and competition.</li> </ul>        |  |
| <b>Supporting Multilingual/English Learners</b>  |  |   |  |
| <b>Related CELP standards:</b>   |  | <b>CELP Learning Targets:</b>   |  |
| 9-12.8<br>An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.  |  | An EL can, relying on context, visual aids, and knowledge of morphology in their native language: <ul style="list-style-type: none"> <li>recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions</li> </ul> |  |
| <b>Lesson Sequence</b>   | <b>Learning Target</b>   | <b>Success Criteria/ Assessment</b>   | <b>Resources</b>                                   |
| Lesson 1<br>Trimming a foot  | I can create a foot on my wheel-thrown form using effective trimming tools and techniques. | Students can identify and use trimming tools.<br>Students trim the base of the vessel. The foot is centered and balanced.   | Loop tools, ribbon tools, pin tools, wheel, sponge |
| Lesson 2<br>Additive and subtractive methods of altering forms   | I can use additive and subtractive techniques to alter my forms.                           | Students can demonstrate additive techniques.<br>Students can demonstrate subtractive techniques.   | clay, pin tool, various modeling tools             |
| Lesson 3<br>Creating feet to hand built pottery.   | I can create and add feet to my hand-built pottery   | The foot is centered, balanced, and securely attached.  | clay, pin tool, various modeling tools             |

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| Lesson 4<br>Surface<br>Decoration | I can apply different surface decoration techniques effectively and appropriately. I can use unique and creative surface decoration for my wares. | The student uses a variety of glaze and surface decoration techniques. Student's work demonstrates either implied or actual texture on their wares. Student's work demonstrates unique decorative surfaces on their wares using the Elements of Design or Principles of Art |  |
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| <b>Unit Title:</b>   |   |
| Unit 4 - Combining Handbuilt Forms with Wheel-Thrown Forms   |   |
| <b>Relevant Standards: Bold indicates priority</b>   |   |
| <p><b>VA:Cr1.1.IIa</b> - Individually or collaboratively formulate new creative problems based on student's existing artwork</p> <p><b>VA:Cr2.1.IIa</b> - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>VA:Re.7.1.IIa</b> - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p>  |   |
| <b>Essential Question(s):</b>  | <b>Enduring Understanding(s):</b>   |
| <p><b>Cr1.1</b> How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p><b>Cr2.1</b> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><b>Re.7.1</b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> | <p><b>Cr1.1</b> - Creativity and innovative thinking are essential life skills that can be developed.</p> <p><b>Cr2.1</b> - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p><b>Re.7.1</b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> |
| <b>Demonstration of Learning:</b>  | <b>Pacing for Unit</b>  |
| Students will plan and implement a unique artwork that consists of both thrown and handbuilt forms.  | 15 Classes  |

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| Students will apply surface decoration that is reflective of their prior knowledge and understanding of the media.  |  |
| <b>Family Overview (link below)</b>   | <b>Integration of Technology:</b>  |
| Students will plan and create a unique form by combining both thrown and handbuilt components. The students will decorate their artwork using appropriate media.                  | N/A  |
| <b>Unit-specific Vocabulary:</b>  | <b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>  |
| Design, original, elements of art, principles of design, Pinch, Slab, Coil, Slip, Score, Thrown, form, Combine, hand built, thrown, Glaze, underglaze, resist, texture, sgraffito | N/A  |
| <b>Opportunities for Interdisciplinary Connections:</b>   | <b>Anticipated misconceptions:</b>   |
| Interdisciplinary connections are woven into individual lessons. The subject of Pottery/Ceramics intrinsically includes the connection to science, math and history.              | Because I am the artist this will be easy.<br>Because I can create what I want this will be easy.  |
| <b>Connections to Prior Units:</b>  | <b>Connections to Future Units:</b>  |
| In prior units, students have created multiple forms, altered forms, and used a variety of techniques for creating and finishing a work of art.                                   | At the culmination of this unit, students will have the ability to create, combine and alter forms. They will be able to demonstrate a variety of surface decorations and finishes. They will be able to apply this knowledge on more independent works of art.  |
| <b>Differentiation through <a href="#">Universal Design for Learning</a></b>  |  |
| <b>UDL Indicator</b>  | <b>Teacher Actions:</b>  |
| <p><b>Strategy Development</b><br/>6.2 Anticipate and plan for challenges</p> <p><b>Sustaining Effort &amp; Persistence</b><br/>8.2 Optimize challenge and support</p>            | <ul style="list-style-type: none"> <li>• Use reflection prompts to anticipate challenges and encourage strategic planning.</li> <li>• Use guides for breaking long-term goals into reachable short-term objectives</li> <li>• Offer options for tools and scaffolds that align with the learning goal and promote agency.</li> </ul> |
| <b>Supporting Multilingual/English Learners</b>   |  |
| <b>Related CELP standards:</b>  | <b>CELP Learning Targets:</b>  |
| 9-12.8<br>An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.   | <p>An EL can, relying on context, visual aids, and knowledge of morphology in their native language:</p> <ul style="list-style-type: none"> <li>• recognize the meaning of a few frequently occurring words, phrases, and formulaic</li> </ul>   |

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| Lesson Sequence   | Learning Target  | Success Criteria/ Assessment   | Resources   |
| Lesson 1<br>Exploring and developing ideas                | I can generate ideas from a variety of sources to come up with creative and unique ideas. I can create a plan that includes a written list of tools, materials sketches. | Plan describes an original work of art and includes sketches and a written list of tools and materials | paper, writing and sketching implements, art resources (digital or paper), access to Smartboard or other inclusive technology |
| Lesson 2<br>Creating the handbuilt piece                  | I can implement my plan to create the handbuilt portion of my Vessel.  | The finished handbuilt piece matches the planned description.  | Clay, various modeling tools, glazes  |
| Lesson 3<br>Creating the wheel thrown piece               | I can implement my plan to create the wheel thrown portion of my Vessel.   | The finished wheel thrown piece matches the planned description.                                       | Pottery wheel, clay, various modeling tools, glazes   |
| Lesson 4<br>Combining Handbuilt Pieces with Thrown Pieces | I can create a single ceramic piece incorporating both thrown and handbuilt techniques.  | The final piece will demonstrate understanding and use of a plan coming together in a work of art.     | clay, various modeling tools, glazes  |
| Lesson 5<br>Surface Decoration                            | I can apply different surface decoration techniques effectively and appropriately. I can apply unique and creative surface decoration to my wares.                       | What role does persistence play in revising, refining, and developing work?                            | Glaze, underglaze, resits, texture tools, sgraffito tools   |