

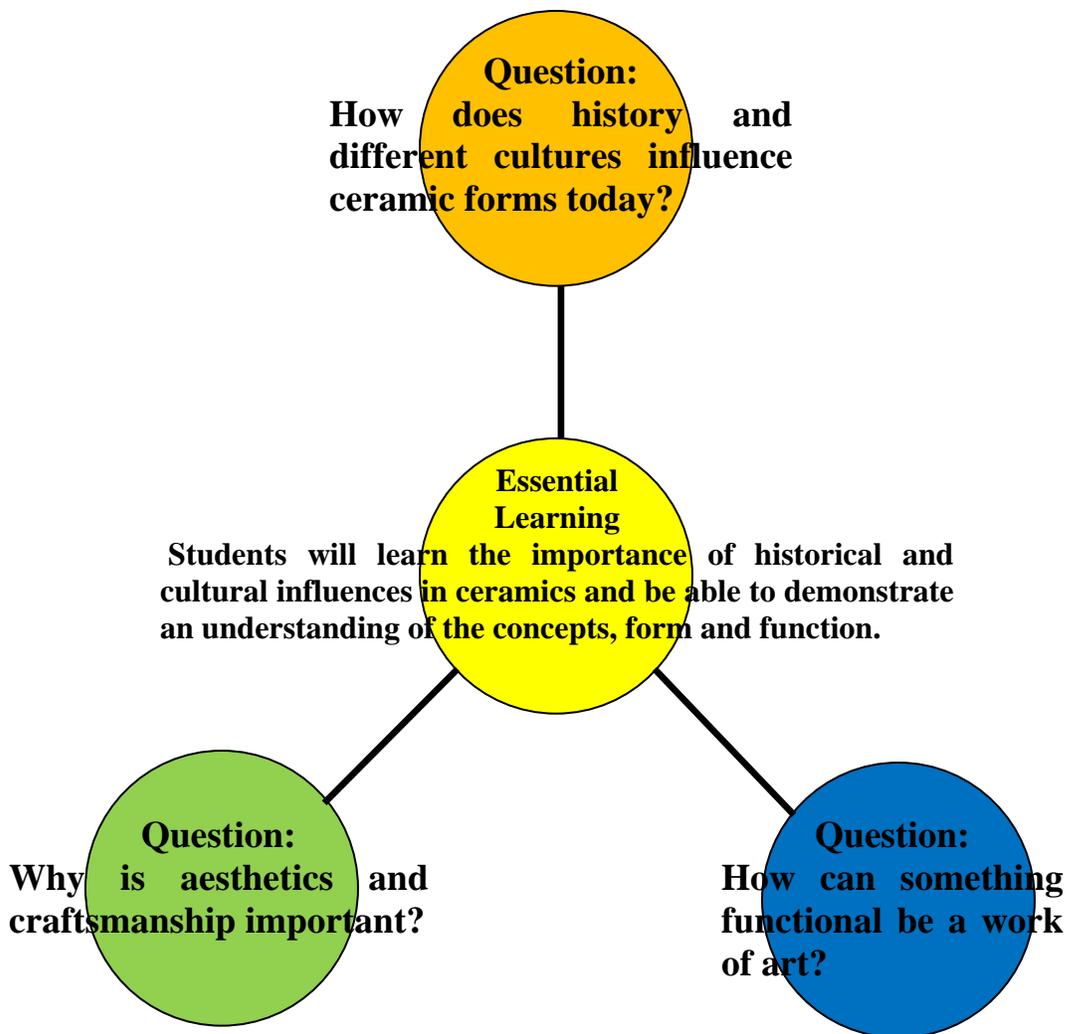
Please use this template as a guide for developing the unit.

Teacher Name: Amy Balko Grade Level: 10-12

Content Area(s): Art/Ceramics

Unit Title: Japanese Coil Pots: Form and Function

What are the essential questions for the unit of study? What do you want the students to truly understand as that knowledge applies to the real world, the bigger picture?



How will you assess student understanding? How will students demonstrate their understanding of the skills and knowledge in the unit?

Essential Question 1:

<i>PROJECT BASED ASSESSMENT</i>	<i>TRADITIONAL ASSESSMENT</i>
Evaluation, using a rubric, of sketches of different forms for Japanese influenced coil pot.	Vocabulary Quiz
Evaluation of traditional Japanese coil pot.	

Essential Question 2:

<i>PROJECT BASED ASSESSMENT</i>	<i>TRADITIONAL ASSESSMENT</i>
Evaluation, using a rubric, of aesthetically pleasing form and craftsmanship of Japanese coil pot.	Teacher observation of students using correct coil building techniques.

Essential Question 3:

<i>PROJECT BASED ASSESSMENT</i>	<i>TRADITIONAL ASSESSMENT</i>
Evaluation using a rubric; of Japanese coil pot. The ceramic pot should be functional and uses the elements and principles to create an artistic piece.	Written critique of Japanese coil pot.

What specific skills will the students need to know in this unit to be able to complete any assignments or assessments?

Essential Question 1:

<i>STUDENTS SHOULD KNOW:</i>	<i>STUDENTS SHOULD BE ABLE TO:</i>
Techniques to build a coil pot.	Create a coil pot.
Traditional Japanese ceramic forms.	Create a coil pot with Japanese influences.

Essential Question 2:

<i>STUDENTS SHOULD KNOW:</i>	<i>STUDENTS SHOULD BE ABLE TO:</i>
Correct techniques to make a uniform wall thickness in their coil pot.	Create a ceramic pot that is light weight and comes out of the kiln successfully.
Techniques to improve craftsmanship in their pot.	Create an aesthetically pleasing ceramic piece.

Essential Question 3:

<i>STUDENTS SHOULD KNOW:</i>	<i>STUDENTS SHOULD BE ABLE TO:</i>
How to make a ceramic piece functional.	Use their Japanese coil pot.
How to critique a work of art.	Describe, analyze, interpret, and judge their Japanese coil pot.

Teacher: Amy Balko

Subject Area: Ceramics

Grade Level: 10-12

Unit Title: Japanese Coil Pots: Form and Function

Lesson Title: Creating a Japanese Coil Pot



Objectives:

1. The students will be able to analyze a work of art from its historical and cultural perspective.
2. The students will be able to recognize, know, use and demonstrate a variety of appropriate art elements and principles to produce an original work of art.

Materials/Resources Needed:

- PowerPoint presentation of Japanese Ceramics
- Handout of assignment and rubric
- Clay
- Clay tools
- Sponge
- Bowl
- Water
- Rope

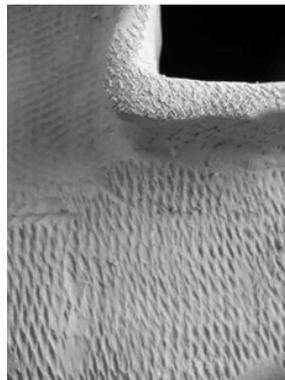
Anticipatory Set:

Using a PowerPoint presentation, I will show the students different Japanese ceramic pieces. We will have a class discussion using pair share techniques which will focus on vocabulary describing the forms and techniques and tools used to construct them. During the discussion, students will discover the common characteristics of ceramics; form and function.

Objective/Purpose:

1. The students will be able to create a coil pot with Japanese influences and demonstrate an understanding of the concepts; form and function.
2. The students will be able to demonstrate certain elements and principles of design in their coil pots, especially focusing on form and texture.

Input:



Japan has a rich tradition of designing, forming and firing some truly unique and artistically fulfilling ceramics. The earliest Japanese ceramics date back to the prehistoric Jomon (“cord marked”) period which extended roughly from 10,500 to 300 BC. The early Jomon pieces are usually large, cone shaped cooking pots. They have pointed bodies and the outer surface of the pots are usually stamped or rolled with rope or cord patterns. These early pieces were formed by the coil method in which successive coils of clay were placed on each other. This created a thick, slightly irregular and highly built-up appearance. Firing took place in open pits or ditches and since the heat rarely exceed 700 degrees, the pots are low-fired ceramics or earthenware that are generally largely water-soluble.

Model:

I will demonstrate how to use the coil technique to create a form. I will show the students how to begin with the base, cutting a square or rectangle slab. (No smaller than 5 x 5 inches.) I will then use the coil method to create the walls, making sure the coils are a uniform thickness and scoring and adding slip to create strong joints. I will show them how to create the top of their pots using a slab. And finally, I will talk about different surface textures that can be added with rope or tools.

Check for Understanding:

To check for understanding, I will administer a vocabulary quiz to see if the students understand the techniques and tools used in ceramic hand building.

Guided Practice:

I will have the students begin to create their coil pots by creating their base, rolling coils, and building their walls so that I can come around and check their technique. The first 15 minutes of constructing the coil pots, I will observe and assist closely to make sure they have a strong foundation for their pots.

Closure:

After about 15 minutes of observing the students beginning of their coil pots, I will have the students pause for a few minutes. I will bring out some past student examples for them to analyze. And I will then ask some questions...What did we learn today? What will we notice more after today’s class? What did we learn to see today?

Independent Practice:

Students will continue to build their Japanese inspired coil pots.