Grade 5 Unit 4	
Grade	**5th Grade**
Unit of Study	**Clay:Combining Two Handbuilding Techniques**
Length of Unit	

Missouri Learning Standards

https://dese.mo.gov/media/pdf/gle-visual-arts
https://dese.mo.gov/media/pdf/curr-mls-standards-fa-visual-arts-sboe-2019

Unit: Learning Targets

I can be safe and respectful with materials and think about craftsmanship.
(VA:Cr2B.5-Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
I can practice safe and effective use of materials and techniques for preparing and presenting artwork.
(VA:Pr5A.5-Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.)
I can present one of my artworks for display.
I can identify ways that art influences my life and community.
(VA:Re7B.5-Identify and analyze cultural associations suggested by visual imagery.)
I can use art vocabulary to talk about my work and others' work.
(VA:Re8A.5-INterpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and moods conveyed through my art.
I can make comparisons of interpretation of my work and others' work.
(VA:Re7A.5-Compare one's own interpretation of a work of art with the interpretation of others.
I can combine ideas and create artwork that means something to me.
(VA:Cr1A.5-Combine ideas to generate an innovative idea for creating art.)
I can use a rubric in order to recognize differences in criteria used to evaluate works of art.
(VARe9A.5-Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.)
I can identify and describe artwork that is personal to me.
(VACn11A.5-Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.
(VACr2C.5-Identify, describe, and visually document places and/ or objects of personal significance.)
I can create and compare artwork that reflects different styles, themes, and subjects.
(VA:Re7A.5-Compare one's own interpretation of a work of art with the interpretation of others.)
I can make choices during the creative process, in order to begin and then complete a piece of art, that uses a diverse method of artistic investigation.
(VA:VA:Cr1B.5-Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.)
I can apply formal and conceptual vocabularies of art to view surroundings in new ways through artmaking.
(VA:Cn10A.5-Apply formal and conceptual vocabularies of art to view surroundings in new ways through artmaking.)
I can explore and develop techniques, skills, and craftsmanship while making art.
(VA:Cr2A.5-Experiment and develop skills in multiple artmaking techniques approaches through practice.)
I can identify how art is used to inform or change beliefs, values, or behaviors of an individual or a society.
(VA:Cn11A.5- Identify how art is used to inform or change beliefs, values or behaviors of an individual a society.)
I can read about art through several resources.
I can write about my artwork and others' artwork using art vocabulary.
(VA:Cr3A.5-Create artist statements using art vocabulary to describe personal choices in artmaking.

I can define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
(VA:Pr4A.5-Define the roles and responsibilities of a curator, explaining, the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.)
I can cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
(VA:Pr6A.5- Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.)

Essential Questions

- How do you decide what you will make with skills and materials you have?
- How will you plan and prepare for the artwork you will create?
- How will your artwork reflect something important to you?
- How does information about traditional approaches to building with clay influence your approach?
- How will your artwork show somewhere important to you?
- How will your artwork impact your viewers' thoughts about your subject?
- What effect are you hoping to create?
- How will you experiment with your materials to learn how to create the colors you are trying for?
- Where will you display your artwork? How can we display our art so that people will enjoy it?

Big Ideas

- Artists merge various techniques for working in a specific medium in order to refine their craft.
- Artists understand the limits imposed by their medium.
- Artists explore a variety of methods or inquiries to select an approach when initiating a piece of art.
- Artists experiment and develop their skills in a variety of art making techniques and approaches through practice.
- Artists use symbols and motifs to represent community values and ideas.
- Artists design pieces that are useful and expressive.
- Artists create the illusion of space by using vanishing points, a horizon line and converging lines.
- Printmaking allows artists to repeat an image.
- Because color is associated with ideas and emotions, artists use colors to influence mood and tone.
- Artists experiment with blending primary colors and secondary colors to discover the colors they can create with the tools they have.

Skills

1. Students will plan, build, and finish a clay form using at least two handbuilding techniques, choosing from a slab, pinch, and coil. (As the final clay a project in elementary school, this is a culmination of all the skills they have previously learned.)
2. Students will learn about how different cultural functions and forms influence clay design.

Vocabulary

Clay Hand-building pinching	Coiling Slab-building Score and slip	Texture Kiln glazing	

Materials

Clay Rolling pins Clay tools	Texture tools Kiln or air dry technique	Glazes (optional)	

Additional Instructional Resources

The Clay Pot Boy by Mirra Ginsburg
The Pot that Juan Built by Nancy-Andrews-Goebel and David Diaz
Iggy Peck, Architect by Andrea Beaty and David Roberts
The Whispering Cloth:A Refugee's Story by Pegi Deitz Shea and Anita Riggio
The Little Pottery Shop by Eleanor Farjeon
Basics of Ceramic Handbuilding: Pinchpot, Coiling & Slab Building
Intro to Clay

Assessment

- Written reflection by student answering questions about their finished project
- Observation of the creating process
- Finished Project