

Subject Area/ Topic: Ceramics Tech/Abstract Emotions

SLO/Expectations: To create an abstract ceramic piece by looking at an emotion at the simplest form and turning into a non-functional 8” sculpture and using the skills learned so far in class.	Standards: 9.1.12 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.3.12 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. <ul style="list-style-type: none">• Contextual criticism• Formal criticism• Intuitive criticism 9.4.12 A. Evaluate an individual’s philosophical statement on a work in the arts and its relationship to one’s own life based on knowledge and experience.
---	--

Learning Activities or Tasks: Students will watch a video about how to express yourself and finding the most appropriate words. What is and what is not abstract will be discussed. At their table groups, students will work together to create a sketch to define various simple emotions. Students will share out with the class & review what is and what is not abstract. Students will then be given different examples of creating a 3-dimensional ceramic piece that is inspired by how they feel throughout the day.

Students will create 3 sketches describing both the form and glazing choices ahead of time. Students will work independently using the skills learned in class to date to find the best way to create their form. Students will continue to build and expand on their sculpture to make them more complex or refined, depending on the need.

Once fired, students will glaze their piece with an appropriate color choice that is also reflective of that emotion. When the class has finished, there will be a critique to further reflect on the process they had creating. Students will also complete a self-assessed rubric reflecting on both the positives and negatives they encountered in their process.

Assessment: Students will be assessed based on the following:

- Questioning before beginning & during project
- Observations of students working
- Conferencing with students during project
- Student participation and discussion interjected during the project
- Self-Assessed rubric with written reflection