

<b>SHORT VERSION UNIT PLAN</b>	<b>TEACHER NAME</b>	Ashley Freeland	<b>GRADE</b>	8 <sup>th</sup>
	<b>UNIT TITLE</b>	Fan Fiction Ceramics	<b>DATES</b>	

<b>National Visual Arts Standard(s)</b>	VA:Cr1-8, a. Document early stages of the creative process visually and or verbally in traditional or new media. VA:Cr2-8, a. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. VA:Re9-8, a. Create a convincing and logical argument to support an evaluation of art <u>CCSS.ELA-LITERACY.W.8.3.D</u> , Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. <u>CCSS.ELA-LITERACY.L.8.6</u> , Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
<b>Focus / Theme</b>	Fan Fiction/ Narrative			
<b>Learning Objective(s)</b>	<b>Evans Learning Targets:</b> <ul style="list-style-type: none"> <li>Apply proper textural details to enhance product</li> <li>Distinguish correct technical aspects between relief sculpture &amp; sculpture-in-round</li> <li>Practice correct technical aspects of wheel thrown pottery</li> </ul> <b>Objectives:</b> <ul style="list-style-type: none"> <li>In small groups orally describe and interpret the artwork of Amanda Smith and Beth Cavaner Stitcher using at least one vocabulary term and providing at least one reason to support your interpretation. (Analysis, Evaluation, VA:Re9-8,a.)</li> <li>In small groups compare and contrast the artwork of Amanda Smith and Beth Cavaner Stitcher giving at least one similarity and one difference and using at least one vocabulary term in your answer. (Analysis, VA:Re9-8,a.)</li> <li>Generate a fan fiction story about show, movie, or book that you enjoy that makes at least 3 connections to the original story, has at least 5 descriptive words, and add your own personal twist to it. (Synthesis, <u>CCSS.ELA-LITERACY.W.8.3.D</u>)</li> <li>Create at least 3 thumbnail sketches for a proposed sculpture, 1 of a relief sculpture, 1 of a sculpture-in-the-round, and 1 functional. (Application, VA:Cr1-8, a.)</li> <li>Create at least one sketch with multiple views of the final idea. (Application, VA:Cr1-8, a.)</li> <li>Create a ceramic piece, decorative or functional, that relates to your new version of the story and has at least 4 details or textures that help tell the story. (Synthesis, Application, VA:Cr2-8, a.)</li> <li>Correctly identify at least 4 ceramic tools on the final assessment. (Knowledge, <u>CCSS.ELA-LITERACY.L.8.6</u>)</li> <li>Correctly identify at least 80% of the vocabulary terms on the final assessment. (Knowledge, <u>CCSS.ELA-LITERACY.L.8.6</u>)</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>In small groups the student orally describe and interpreted the artwork of Amanda Smith and Beth Cavaner Stitcher using at least one vocabulary term and providing at least one reason to support their interpretation.</li> <li>In small groups the student compared and contrasted the artwork of Amanda Smith and Beth Cavaner Stitcher giving at least one similarity and one difference and using at least one vocabulary term in their answer.</li> <li>The student generated fan fiction story about a show, movie, or book that they enjoy that makes at least 3 connections to the original story, has at least 5 descriptive words, and added their own personal twist to it.</li> <li>The student created at least 3 thumbnail sketches for a proposed sculpture, 1 of a relief sculpture, 1 of a sculpture-in-the-round, and 1 functional.</li> <li>The student created at least one sketch with multiple views of the final idea.</li> <li>The student created a ceramic piece, decorative or functional, that relates to their new version of the story and has at least 4 details or textures that help tell the story.</li> <li>The student correctly identified at least 4 ceramic tools on the final assessment.</li> <li>The student correctly identified at least 80% of the vocabulary terms on the final assessment.</li> </ul>			
<b>Modifications / Accommodations</b>	Students with IEP's can have extra time or extra individual support from the teacher.			
<b>Early Finisher Activities</b>	Early finishers can make another piece or add more detail to their first piece. They could also begin the color research and review for the next unit.			
<b>Forms</b>	2D	3D	4D	
<b>Frames</b>	Cultural	Subjective	Structural	Postmodern
<b>Conceptual Framework</b>	Artwork	Artist	Audience	World
<b>Key Artists</b>	Amanda Smith (tile relief), Beth Cavaner Stitcher (sculpture-in-the-round), traditional examples of narrative relief sculpture, painted pottery, and sculpture-in-the-round			
<b>Key Artworks</b>	AS, <i>Chainsaw and Outnumbered</i> , BCS, <i>Trapped and Forgiveness</i> , Boshan Lu, <i>Hill Censor</i> , <i>Vishnu Narayana</i> , <i>Krishna Killing the Demon Horse</i> , <i>Durga as Slayer of the Buffalo Demon</i>			
<b>Key Critical Questions</b>	What do you see in this work?			

- Materials**
- Clay
  - Ceramics tools
  - Glaze
  - Kiln
  - Worksheets/ Handouts
  - PowerPoint
  - Teacher example
  - Fan fiction websites
  - Videos

	<p>What do you think the story is about?</p> <p>What details help you understand the story?</p> <p>Is the story very clear?</p> <p>What details could we add to make the story even clearer?</p> <p>Do you think the story always has to be clear, or is it ok for it to be somewhat unclear? Why do you think that?</p>
<b>Language Functions</b>	Interpret, compare and contrast, identify
<b>Language Tasks &amp; Activities</b>	Pre/post-test, artist worksheets
<b>Language Supports</b>	Modeling, vocabulary handout

DAY/DATE	STUDIO PRACTICE	VOCAB	CRIT/HIST CONTEXT	ACTIVITIES	CRITICAL QUESTIONS
1		Additive      Subtractive Coil method      Bisqueware Kiln      Bone dry Needle tool      Glazeware Pinch pot      Leather hard Ribbon tool      Wet Score      Carving Slab method      Incised line Slip      Imprinted Sponge Steel scraper Wedging Wheel thrown Wire cutter	Vocab	Set Induction No attention getter because I want to assess students' knowledge of ceramics first 1. Give pre-test 2. Go over pre-test 3. Show video of narrative Greek pottery a. <a href="https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/greek-pottery/v/exekias-attic-black-figure-amphora-with-ajax-and-achilles-playing-a-game">https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/greek-pottery/v/exekias-attic-black-figure-amphora-with-ajax-and-achilles-playing-a-game</a> Closure:	•
2	Explore clay			Set Induction: Has anyone ever made something with clay that they were really proud of? What was it? What did you like about it? 1. Students explore clay 2. They can make and keep a small project if they want to Closure: What did you remember or discover while you worked with the clay?	•
3		Fan fiction Narrative	Fiction writing	Set Induction: Have you ever watched one of your favorite shows or movies, and it didn't end how you wanted it to? Do you know how you would change it? 1. Introduce concept of the project and teacher example 2. Students explore examples of fan fiction 3. Students use brainstorming worksheet to start writing their fan fiction 4. students can share their ideas with the class Closure:	•
4		Relief sculpture Sculpture-in-the-round Functional Decorative	Interpret key artwork	Set Induction: 5. Show examples of narrative sculpture 6. Students work in groups to answer questions on artist worksheets 7. Discuss key artists as a class 8. Show video of BCS, <i>Trapped</i> Closure:	• See above
5-10	Clay		Review vocab daily,	Set Induction:	•

	projects		model vocab daily	<ul style="list-style-type: none"> <li>9. Students continue writing their stories</li> <li>10. Students sketch plans for their clay projects</li> <li>11. Students begin working with clay</li> <li>12. Each work day there will be a bell ringer about vocabulary or how they can improve their projects (details, textures, etc.)</li> <li>13. Review glazing information</li> <li>14. Students glaze projects</li> <li>15. Final assessment (post-test)</li> </ul>	
				<p>Closure:  What did you learn during this unit? What did you find challenging? What was interesting?</p>	

**Teacher Notes**

Cavener, B. (2015). Beth Cavener - Follow the black rabbit | Personal Portfolio. Retrieved from <http://www.followtheblackrabbit.com/>  
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Sprague, D. (2012). kidfanfiction / Kid Fan Fiction. Retrieved from <https://kidfanfiction.pbworks.com/w/page/44891487/Kid%20Fan%20Fiction>  
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