

Coil Face Vessel

Title:	Coil Face Vessel
Teacher(s):	Lisa Hunter
School:	Kuna High School
Subject:	Ceramics
Grade Level:	9-12
Duration:	3 weeks/8 class days

Stage 1: Desired Results

Standards:

IDAHO VISUAL STANDARDS GRADE 9-12

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

VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works

VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.

Essential Questions for Students:

Will my coil vessel be functional or nonfunctional? (Explain your decision process.)

What theme or story does my coil vessel embody? (Explain your cultural, social, or personal connections.)

What type of form will my coil vessel have? How does the form interact with my design?

How well did I execute my idea? What were the factors?

What part of the art critique helped me the most? How will I use this in the future?

Knowledge and Skill (Learning Targets):

I can make works of art by employing the coil method

I can make works of art by employing the slab method

I can use the creative process to plan, sketch and implement my design into clay

I can communicate personal ideas through works of art

I can use my knowledge of social, cultural, historical, and personal experiences in my coil vessel design

I can properly attach clay appendages together by using the slip and score method.

I can use ceramic stain to decorate my coil face vessel

I can cleanup my studio space, tools, and equipment

Stage 2: Assessment Evidence

What will be assessed?	How will it be assessed?
Student reflection	Journaling
Student work ethic and application	Teacher observation and student self-evaluation
Class participation in art critique	Participation/ attendance/ proper use of vocabulary
Requirements of the assignment	Sketches and assignment write-up Completion of a 8-12 inch coiled face vessel
Safety and precaution where implemented at all times.	Teacher observation and student self-evaluation
Cleanup	Teacher observation and student self-evaluation

Stage 3: Learning Activities

The activity should run approximately 3 weeks.

Materials:

Clay

Clay tools

Individual water containers

Red iron oxide

Day 1: An introduction to the assignment will be given and examples will be shown. A 20 minute presentation will then be shown to the class about the history and use of coil pottery throughout a variety of cultures. During the presentation, students will take notes in their sketchbooks/writing journals. A 20 minute coil demonstration will be given by the instructor. Students will be shown proper techniques and cleanup. Students will design and sketch ideas for their coil face vessel in their sketchbooks/writing journals.

Day 2-3: Students will begin construction on their face sculpture. Students will spend the remainder of the class practicing coil and appendage techniques. The clay face needs to be wrapped and kept leather hard upon attachment.

Day 4-7 Once students have made a clay sculpture of a face, they will begin constructing their coil vessels. Students must keep in mind both the placement and size of their clay face and how it relates to the form of their vessel. Students will need to wrap their pieces with wet paper towels and bag them to keep the piece moist each day until it is completed. Once the pieces become leather hard, students will sign their name and set out to dry.

Day 8: Once student work is bisque, students will stain their pieces with teacher instruction.

Upon Completion: Students will participate in an art critique in a safe, positive and constructive environment. Students will be required to use the appropriate art vocabulary and show respect to their fellow classmates.

This lesson should be modified to fit individual needs. For example, height requirements can be adjusted or group work can also be implemented.

Adapted from McTighe, Jay & Wiggins, Grant. *Understanding by Design Professional Development Workbook*. Alexandria, VA: ASCD, 2004.