**Indigenous Art**

**UNIT 2 Indigenous Clay**

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| **Stage 1 Desired Results** *What are your unit objectives and outcomes?* | | |
| Y**ears Anchoring Concept:**  **Indigenous Art**  **Empowerment**  **Art Connects**  **My (Artists) Voice**  **Unit Concepts:**  **Connections to:**  **Ancestors**  **Mother Earth**  **Techniques:**  **Traditional**  **Contemporary**  **Decoration** | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  They will continue to develop ‘Seeing’ and understanding how indigenous art has layer upon layer of meaningful connections to traditional culture, and that there is no separation – creating art is a part of everyday life.  Through integration of NACA’s Core Values in their work they will develop deeper awareness of their connections to the art of their tribes and their cultures.  They will continue to develop understanding of how their art can evolve, transform and empower them and others. They will gain more self-confidence and they will be able to apply these skills in their artwork, and in many other areas of their lives.  Acquiring clay working skills and techniques will deepen their artistic abilities, critical thinking skills, and their understanding and appreciation of other artists work. They will begin to recognize different styles of ceramics and clay working techniques used in the southwest, and they will know how different design elements are achieved. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   1. Our ancestors developed these clay working techniques to create pottery and sculptural pieces, and we still use these techniques. 2. Clay comes straight from mother earth and working in this naturally occurring mud connects me. 3. Indigenous artist’s use clay to create an endless number of different vessels, sculptural forms and decorative designs that have “Meaningful Connections” to culture, traditions and to our earth. 4. Developing a deeper awareness of myself, my world, and my meaningful connections will enrich my artistic expression. | ESSENTIAL QUESTIONS   1. Why do we still use the same clay working techniques of our ancestors? 2. How does working in clay connect me to mother earth and to the ceramic art of my tribe(s)? 3. What are “Meaningful Connections” in the ceramics of my tribe? 4. How did my ancestors express their “Meaningful Connections” to culture and the earth? How is it done today? 5. What do I want to create that shows my unique meaningful connections to my culture and world view? |
| ***Acquisition*** | |
| *As a result of this unit, students will know…*  Students will recognize a number of different styles of indigenous pottery in the southwest and will know various techniques for building simple vessels and sculptures. They will also know how to incorporate different design elements and decorative techniques that represent Meaningful Connections to the art of their tribe(s) and to themselves.  Using NACA Core Values they will continue to develop their own centering and mindfulness techniques in order to have good thoughts, good heart and take time to do it right. (How a work is created can be more important than the finished product.)  They will know how to follow Critique Guidelines and how to talk about their art work and how to use these skills outside of art. | *As a result of this unit, students will be able to…*  Students will be able to identify a number of different styles of pottery in the southwest from different areas and tribes. They will understand different clay working techniques and be able to build pinch, coil and slab vessels, simple sculptures and tiles, and they will use different design elements to achieve the design and decorations they want. They will also learn to  They will continue to develop awareness of how everyday life physically, emotionally and spiritually translates into different forms of meaningful art - as our ancestors have done throughout time.  Applying NACA’s Core Values will also enhance their own artistic abilities and vision from which they will be able to create more meaningful art.  With knowledge and practice they will gain self-confidence including discussing their own work and others in critique, and they will be able to apply these skills in many other areas of their lives. |
| COMMON CORE STATE STANDARDS Defined by Teacher Tia Hobgood:   1. They will begin to truly ‘See’ and understand how everyday life physically, emotionally and spiritually translates into different forms of meaningful art - as our ancestors have done throughout time. 2. Students will use NACA’s Core Values to begin to develop their own artistic vision, and from this they will be able to create more meaningful art. 3. Students will gain knowledge of their ancestors as well as contemporary indigenous ceramic artist’s use of these concepts, skills and techniques and how these artists use them (or choose not to use them) in creating their art. *Non-native students can research their ancestors or other art that is meaningful to them.* 4. With knowledge and practice they will gain self-confidence including discussing their own work and others in critique, and they will be able to apply these skills in many other areas of their lives 5. Students will create a digital and physical portfolio of their clay work and continue to learn to use photography, technology, and social media to organize, preserve, and market their work. | | |

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| **Stage 2 – Evidence** *How will you assess student learning?* | |
| **Evaluative Criteria** | **Assessment Evidence** |
| Unit’s progression of a variety of pieces that display the clay working and design techniques being taught.  Comparisons from the beginning work.  Final Clay Pieces | SUMMATIVE PERFORMANCE TASK(S) (<http://www.cmu.edu/teaching/assessment/basics/formative-summative.html>):  <type here>   * For the final pieces students must utilize all of the clay working techniques they have learned to develop pieces that incorporate personal style and meaningful connections. Pieces will have incorporated design elements and finished with glazes, burnishing or other design techniques. * Each student will participate in a final critique where they will discuss the techniques they incorporated and why, and their overall style and vision for the piece. See Rubric for Final Drawing Project - Google Doc |
| Regular class demo and discussion, and informal critique  Final Critique | FORMATIVE ASSESSMENT (<http://www.cmu.edu/teaching/assessment/basics/formative-summative.html>):     1. Students will demonstrate their understanding and application of a variety of Clay Working and Design Techniques through their creation of a number of different pieces that incorporate the different techniques being taught. Each students work will be assessed many times and teacher critique and guidance will be provided as well as further instruction and demonstration. Further review of students work demonstrating their understanding of the lessons and concepts will be done and additional instruction provided. Vocabulary and Clay Working Techniques will be discussed throughout the lesson and students will be required to actively participate in discussions, give examples and incorporate these into their work. 2. Students will demonstrate centering and mindfulness techniques while working as well as the adoption and integration of NACA Core Values. 3. Students will demonstrate how Clay Working Techniques are used in creation of traditional clay arts by incorporating these techniques into their own work as well as adding meaningful connections into their work. 4. All students will participate in critiquing their work as the unit progresses and also the Final Critique following critique guidelines. 5. Visiting Indigenous Artists will demonstrate and share with the students and all students will prepare highly relevant questions and comments for the artists, as well as experiment with various techniques the have observed in their own work. |

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| **Stage 3 – Learning Plan** *What lessons will you teach, and what skills will students master, as a result of this unit?* | | | | |
| **Topical EU/EQ**  **For Lesson** | **CCSS Alignment with Stage 1** | **Formative Assessment of Lesson** | **Unit Modifications** | **Activities to Support the Lesson** |
| **Lesson 1 - 3 Days**  **The Indigenous Art of Clay**  **Clay Working Techniques**  *Topical EU: Indigenous artist’s use of clay is amazingly creative, and endlessly changing.*  *EU: I have a unique world view.*  *EU: I can create my own vessels and sculptures which express my unique world view through form, technique and design.*  *Topical EQ: How is clay a vehicle for my own creativity?*  *EQ: What is my own unique indigenous world view?*  *EQ: What do I want to create that showcases my unique indigenous world view?* | Tie Lesson to , Vocabulary, Concepts for Overall Grade Level | -Lots of teacher review and feedback  -Further assistance with student’s execution of clay working techniques  -Encourage peer feedback and discussion as they are working. | Reminder to bring bowls/plastic bags/old shirt  Scaffolding basic Pinch, Slab and Coil techniques  Widen range of basics as needed and careful review of each with further demonstration & working closely with individuals as needed - accommodating IEP    Scaffolding clay working techniques, lots of examples. Widen range of techniques as needed and careful review of students work and further demonstration/working closely with individuals as needed - accommodating IEP  Continue to encourage peer feedback and discussion as they are working. Encourage peer critique  Offer a range of options for final project. Careful review of students work and demonstration/working closely with individuals as needed - accommodating IEP  Provide assistance as needed and allow a range of options for Media component.  Modify critique as needed for IEP considerations. | Continued discussion/demonstration of how Indigenous people weave layers of physical, emotional and spiritual meaning into their art – and the importance of these meaningful connections.   * Review Indigenous Clay curriculum including handouts, examples and video. Engage students with reading and questioning to get them thinking creatively about working in clay and what they want to make. Discuss what they want to make and different options, shapes and forms.   Demonstrate: Pinch, Coil, Slab building techniques  *Lesson Vocabulary:* Meaningful Connections, Clay, Vessel, form, design, Techniques: Pinch, Coil Slab  Further Discussion on practicing NACA’s Core Values of Respecting each other and each of our cultures, Responsibility to learn about the ceramic art of our cultures.  *Native Artists:* , Work of Maria Martinez and Popovi Day, Kathleen Wall  Indigenous Clay Lessons 1-3 Google Doc |
| **Lesson 2 – 3 Days**  **Practice Techniques**  **Important Tips for Potters**  **Native Artists Share and Teach**  **Design and Decoration**  **Inspirational walking field trip to IPCC to study how Native artists utilize Clay working Techniques.**  *Topical EU: Indigenous Artists have perfected their techniques over time.*  *EU: Indigenous Potters and sculptors show meaningful connections to culture, community and the earth.*  *Topical EQ: How can I perfect my techniques with time and practice?*  *Topical EQ: How do the ceramic arts of my culture express meaningful Connections” to the earth?* |  | -Teacher review and extensive feedback -Further assistance with student’s execution of lessons techniques  -Continue to encourage peer feedback and discussion as they are working. Reinforce lesson vocabulary, encourage ongoing critique | Go over Centering Techniques and mindfulness of thoughts. The ‘Art’ of creating.  Students will make vessels/sculptures using all three techniques and practice combining them to form creative forms. They will experiment with design and decoration techniques and learn key potters skills.  *Visiting Native Artist: Isleta potter Stella Teller teaches us her art*  *Lesson Vocabulary: creativity, design and decorative techniques, of slipping, carving, incising, burnishing, under glazes, over glazes*  *See full Vocabulary – Indigenous Clay Vocabulary Google doc*  Indigenous Clay Lessons 1-3 Google Doc |
| **Lesson 3 – 3 Days**  **Creation of Final Clay Piece(s)**  **Using all of the techniques, meaningful connections and personal expression.**  *EU: Developing a deeper awareness of myself and my meaningful connections feeds my artistic expression.*  *Topical EU: incorporating these techniques will help me create the work I want.*  *EQ: How will gaining a deeper awareness of myself and my meaningful connections feed my artistic expression?*  *Topical EQ: How can working with these techniques help me create the ceramic work I want?* |  | - Teacher review of students final clay pieces and extensive feedback  - Final pieces will be graded on utilization of Clay working techniques as well as their Creativity and Meaningful Connections.  - Review Critique Verbiage and Guidelines. | Students will create their own final pieces that incorporate various clay working techniques, meaningful connections and personal expression.  *Native Artists:* Nora Naranjo Morse, Kathleen Wall  Basic Drawing Lessons 1-3 Google Doc |
| **Engage in Final Critique as part of Grade** |  |  | Include in Discussion the practice of NACA’s core Values - the importance of true Reflection and how rewarding and inspiring Perseverance is.  See Final Clay Project Rubric on Google Doc. |
| **Media Component** |  | -Assist students with photographing, uploading etc., as needed to create their digital portfolio  -Train further on software as needed | Photograph Work then Upload  Manipulate/Enhance Images with Photoshop  -Create Digital Portfolio |
| **Group Critique** |  |  | Group Critique where every student will discuss their work and the group will give comments and feedback. See Group Critique Guidelines Google Doc |