

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: **Patterns and Pottery; Navajo Pottery**

Designed by: **Innovative Schools**

Adapted from Middle School curriculum map- Visual Arts II - <http://www.collier.k12.fl.us/finearts/docs/MS-ArtII.pdf>

Resources from: Herberger Institute for Design and the Arts : Navajo Pottery

Content Area: **Visual Arts**

Grade Level(s): **6**

Summary of Unit

In this unit students will study the pottery making of the Navajo, learning about processes used by potters, about the philosophy underlying the making of Navajo pottery, and about the purpose for which various pots are made. Students will make several pots using basic handbuilding techniques and self-assessing levels of success.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- 1.1 E** Select and use different media techniques and processes that are used to create works of art
- 1.3 E** Use media and tools in a safe and responsible manner
- 1.6 P** Identify different media, techniques and processes that are used to create works of art
- 2.2 E** Select and use the elements of art in works of art
- 2.8 D** Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art
- 3.1 E** Identify subject matter, symbols and ideas in works of art

3.2 E Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art

3.3 E Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art

3.4 P Select and use subject matter, symbols and ideas to communicate meaning in works of art

3.5 P Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art

4.1 E Identify historical and cultural characteristics of works of art

4.4 E Speculate on how history and culture give meaning to a work of art

4.5 E Describe and differentiate the roles of artists in society across history and cultures

4.6 D Describe how history and cultures influence visual arts

4.7 D Describe how the visual arts influence history and cultures

5.4 E Analyze works of art to speculate why they were created

5.6 E Apply visual arts vocabulary when reflecting upon and assessing works of art

6.1 E Compare and contrast relationships and characteristics between the visual arts and other disciplines

Big Idea(s)

Creating art using various handbuilding techniques.

Display understanding of glazing techniques.

Handbuilding techniques are applicable to various forms of 3-dimensional art.

Pattern can be used in art as a means to convey a message or feeling.

Unit Enduring Understanding(s)

- Artists make thoughtful choices in creating works of art.
- Artists must understand media, techniques and process as tools to communicate.
- Artists consider multiple approaches to visual problems.
- Artists create works of art employing both conscious and intuitive thought.
- Every work of art has a point of view.
- Art is a form of expression that employs a system of visual symbols.
- Art may be created solely to fulfill a need to create.
- Art draws upon all aspects of human experience.

- Art has been created by all peoples, in all times and in all places.
- Art preserves and depicts history in ways words cannot.
- Art celebrates the unique characteristics of all cultures.
- Reflection, assessment and refinement are key steps in the process of creating art.

Unit Essential Questions(s)

- What role does art play in culture?
- What art mediums do different cultures share?
- Can creating pottery similar to other cultures help us gain better understanding of the world in which we live?
- How are cultural values reflected in art?
- Why are pottery works so widely created around the world?
- How are artists' intentions and style reflected in pottery pieces?
- What is the role of the Navajo potters within communities?
- What are the main differences between traditional and new forms of Navajo pottery?

Knowledge and Skills

Students will know...

- The name of individual potters and recognize their work
- The process used to create a pottery piece
- The relationship between art and culture
- Artists play a key role in defining culture.
- Creating works of art is a process that includes reflection, revision, and incorporates symbols and messages.

Students will be able to...

- Recognize wedging.
- Demonstrate preparing clay.
- Apply the slab method in creating a finished piece of pottery.
- Apply the coil method in creating a finished piece of pottery.
- Describe the process possibly used to make a pottery piece.
- Identify shapes that are used in the creation of a product.
- Identify the characteristic forms of Navajo pots.
- Identify the characteristic forms of Navajo pots.
- Identify pottery specific to the Navajo.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

Performance Task(s):

In this task students will take on the role of researchers to discover the properties of clay.

1. In any local area where there is sometimes water, collect small quantities of clay, placing the samples in re-closable sandwich bags. Look for earthen material that is not "dirt" but has a relatively fine texture if dry. It will usually have a gray or slightly reddish color.
2. Label each bag with the location in which the material was found.
3. If there is no local source of clay (a rather unusual situation) use a dry sample of commercial clay. Crush it and place it in the sandwich bag.
4. Now add a few drops of water to the sample in each bag and squeeze the closed bag to mix the clay with water. Add water slowly, a few drops at a time, until the material is damp and, hopefully, holds together like cookie dough.
5. Keep a record of your observations. Decide whether each sample seems to be clay that sticks together and can be formed when damp or does it simply get wet and not stick together?
6. For each sample, write up your observations following this form:

Clay Samples

Sample # _____

1. Where did you collect this sample? Describe the location.
2. What color is the sample?
3. What is the texture of the sample? How does it feel when dry?
4. Describe what happened when you added water to the sample?
5. Do you think this sample is clay? Or common dirt? Why?

Rubric(s)

Assessment Rubric for Clay Investigation (prior to creating a piece of pottery)

Learning Goal: You can explain what clay is and describe some of its physical and chemical properties.

Beginning:	Answers to the questions are incomplete. Few samples are collected and/or reported on.
Competent:	Answers to the questions are complete and accurate. Several samples are collected and reported on.

Advanced:

Answers to the questions are complete, accurate, and detailed. Many samples are collected and reported on.

Other Evidence:

- Observation of the creative process
- Vocabulary quizzes on specific terms:
 - Modeling
 - Plasticity
 - Pottery
 - Ceramic
 - Slip
 - Glazes
 - Applies art
 - Decorative art
 - Bisque
 - Leather hard
 - Wedging
- Clay report
- Elements of Making Pottery discussion paper
- Art Projects:
 - Create a 3-dimensional real or fantasy animal covered with patterns
 - Create a patterned clay pot using either pinch, coil, or slab built techniques
 - Create clay bowls and containers

Student Self-Assessment and Reflection

- Student/teacher interaction each class period, discussion of student work and time to edit work.
- Self-assessment of summative performance task.
- Art journals are used to document the art creation process, and to reflect on final pieces of art and the process of creations.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

Lesson 1, Introduction to Navajo Pottery and Its Makers

In this lesson students will:

- ✓ name several Navajo potters and recognize Navajo pots
- ✓ explain the role of Navajo potters within the community
- ✓ identify the characteristic forms of Navajo pots
- ✓ explain the differences between traditional and newer forms of Navajo pottery and the reasons for these differences

- Students will be introduced to Navajo potters and their traditional creation of beautiful and useful pottery.
- Students will discuss how cultural and spiritual beliefs dictate the proper ways to make and fire pots.
- Students will read stories that illustrate these beliefs.
- Students will explore the Navajo Nation: where it is and what the natural world is like there, establishing foundational knowledge of traditional Navajo life.
- Students will read about a number of well-known Navajo potters living and working on the Navajo Nation.

Lesson 2, Clay

In this lesson students will:

- ✓ explain what clay is and describe some of its physical and chemical properties
- Students will discover that clay is a natural material and investigate where it is found in the natural world.
- Students will compare natural clay to the present-day clay produced from raw chemical materials.
- Students will complete performance task, Clay Investigation, gathering and analyzing samples.

Lesson 3, The Philosophy of Navajo Pottery Making

In this lesson students will:

- ✓ learn about the philosophy underlying the making of Navajo pottery
- Students will read a lecture given by High School teacher Alan Jim, who is Navajo.
- Students will write a reflection to the lecture, discussing the main elements of the Navajo philosophy of pottery making.
- Students will demonstrate their understanding of the origins of pottery making, the role of earth, wind, water, and fire in pottery making, and how pottery making relates to life in their reflections.
- Students will draw conclusions about the importance of pottery making to the Navajo people.

Lesson 4, Three Basic Pottery Techniques

In this lesson students will:

- ✓ make three styles of pots using traditional Navajo handbuilding techniques
- ✓ assess your finished pots:
 - even thickness walls
 - a pleasing form
 - well-joined pieces
 - made for a designated purpose

- Students will follow protocol and pre-set norms for hands-on activities and creating works of art.
- Students will prepare their clay by kneading it against a hard, smooth surface such as a tabletop.
- Students will practice techniques in making several different pots.
- By the conclusion of the session, students will have created a pinch pot, a coil pot, and a slab pot.
- Students will work through a self-assessment sheet, helping to focus them on skill areas they still need more practice in. (Ex: uneven walls, pleasing to the eye, intended purpose, dented appearance on fired pot)

Lesson 5, Firing Pots in the Navajo Way

In this lesson you will:

- ✓ finish and fire pots in the Navajo way
- Students will learn about fire safety and the proper protocol in the case of an emergency.
- After a mini lesson on kilns and fuel (sawdust and dung) used to fire metal can kilns, students will discuss other means of firing pots.
- The teacher will fill the kiln about 10" high with fuel.
- Students will place their pottery pieces in the kiln, cover each piece with more fuel, and observe and document the process.
- Students will self-assess, asking themselves if their pots demonstrate controlled skill and craftsmanship, and a sensitivity to form and function? The assessment of each pot should evaluate even thickness of walls, pleasing form, well-joined pieces, and designated purpose.
- Students will discuss the importance of each element as it pertains to Navajo pottery making.

Resources and Teaching Tips

Resource and Teaching Tips

- Herberger Institute for Design and the Arts : Navajo Pottery
 - Art Image by Google: Anna Tuell, Marriage Quilt, Wadsworth Atheneum
 - Middle School curriculum map- Visual Arts II - <http://www.collier.k12.fl.us/finearts/docs/MS-ArtII.pdf>
 - Nigrosh, Leon. 1986, Claywork: Form and Idea in Ceramic Design. Davis Publications, Inc.: Worcester, MA.
 - Hartman, Russell and J. Musial. 1987, Navajo Pottery: Traditions and Innovations. Northland Publishing: Flagstaff AZ.
-
- Students will be introduced to the concept of process in creating a piece of art. Students' steps in the process will be assessed through tasks and activities, leading to a summative assessment of final products.

Differentiation

Students may work through and complete lesson tasks at different rates based on individual skill levels. Students will complete assignments and investigations to expand understanding and solidify the learning of key concepts. Assessing these tasks will allow the teacher insight to the students' varying academic levels, which in turn help the teacher identify areas of weakness and strength. Teachers will tailor projects to suit the needs of individuals and reflect such changes on scoring rubrics used to evaluate the students.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow's workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)
 - **Universal Design for Learning:** Students will have the opportunity to further discover and understand the main topics of this unit through hands-on creation of art, and through reflection and revision of each piece.

- **21st Century Learning:** Students will engage in discussions based around critical thinking problems presented in the unit. As students are introduced to pieces of pottery they will be expected to reflect on the piece and draw conclusions about artists' messages, purpose, style, and what factors determine if a work of art is high-quality. Students will practice working through the process of developing art, recording data, and investigating the meaning of pottery and the patterns reflected on the pieces of art.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

Technology Integration

- Technology is used as a teaching tool, helping to solidify understanding and illustrate the geographic areas presented in cultural discussions, and a means of viewing numerous pieces of art.

Content Connections

Content Standards integrated within instructional strategies

Content Connections

After completing this unit, students may extend their learning in mathematics. Students will explore the weight and measure of their pots in wet, dry, and fired states.

Students may develop a marketing plan to sell their pots, lending their learning to Social Studies or Economic concentrations.

Locating places around the Navajo reservation or around the globe where certain types of pots have been made by native people will enhance the students' knowledge of pottery and develop geography skills.

Students will also be responsible for writing in reflections journals and crafting grade-appropriate responses to application questions based on several pieces of pottery.