

## Lesson Plan

Title: Coil Pots

Length: 9 days

Grade: High School (intro to pottery)

### Pre-Assessment:

***This will need to be done prior to teaching your lesson.*** Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

The slab building mug lesson prior to this one is where I was able to gather information on if students able to:

1. Demonstrate compressing a slab?
2. Demonstrate proper slip and score techniques?
3. Use templates correctly?
4. Demonstrate proper relief and intaglio techniques?
5. Demonstrate proper use of the extruder machine?

### Performance:

**What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

“Throughout history, vases have been a reflection of the time, culture, and location in which they were made. You are going to be creating a vase that relates to a specific time, place or culture that represents you and/or a time in your life.”

### Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Line, Composition, Patterns, Technique, Influence, Culture,

**Enduring Understanding (s):**

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Artists observe and explore the world around them to communicate their ideas using clay and the language of art.

**Standards: (All lessons should address all standards.)**

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

**Objectives/Outcomes/Learning Targets:**

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology)

*Provided ideation packets*, students will be able to **list** their memories relating to a time period in their life, a place that is significant to them and their own culture, effectively linking their own personal experiences to ideas of imagery they can create. (Create- standard 1, gle 2- Historical & Cultural context/Literacy)

*Answering ideation questions*, students will be able to **sketch** ideas about what to create for their vases by effectively incorporating their own personal experiences. (Evaluate- Standard 4, - Gle 2- Reflective strategies are used to understand the creative process- literacy and technology)

*Upon request*, students will **create** a bulb page for their project that will include all their ideation as well as their drawings. (Analyze- standard 2, GLE 2 - Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas- literacy and technology)

*Using clay*, students will be able to **create** coil built vases applying personalized imagery using their coils to create visual interest. (Create, Standard 3, GLE 2, Tools, Techniques)

Using the *artist intent worksheet*, students will be able to **analyze and evaluate** their intentions compared to the viewers interpretation by effectively linking their intentions to how the viewer interpreted their artworks.

(Analyze/evaluate, Standard 4, GLE 2, reflect upon learning )

**Differentiation:**

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<ul style="list-style-type: none"> <li>One on one instruction</li> </ul>	<ul style="list-style-type: none"> <li>If student doesn't feel that applique, incision or piercing they don't have to as long as they demonstrate to me verbally that they understand how to use those techniques.</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<ul style="list-style-type: none"> <li>Make coils by hand</li> <li>Use smaller sized coils from the extruder</li> <li>Use a non conventional coil (ex: balls, braided coils)<a href="https://www.youtube.com/watch?v=uRgHdgBXHek">https://www.youtube.com/watch?v=uRgHdgBXHek</a></li> </ul>	<ul style="list-style-type: none"> <li>Student can make a set of pots that relate to each other</li> <li>Student can make multiple pots of a shorter height instead of one pot that is at least 10-15 in.</li> </ul>

**Literacy:**

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Vocabulary:

- Extruder
- Coil building

Literacy is integrated into the lesson through the packet used for ideation which students will publish on their bulb pages.

**Materials:**

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- extruder
- tool kits
- clay
- glazes
- kiln
- plastic
- example pot
- Ideation packets

**Resources:**

**List** all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

- Ideation Packet (Found on last page of lesson plan)
- Rubric (Found on last page of lesson plan)

**Preparation:**

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Create example pot
- Create rubric
- Create ideation packet

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**Safety:**

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

-How to properly load the extruder

**Action to motivate/Inquiry Questions:**

Describe how you will begin the lesson to **stimulate students interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

“Throughout history, vases have been a reflection of the time, culture, and location in which they were made. You are going to be creating a vase that relates to a specific time, place or culture that represents you and/or a time in your life.”

**Ideation/Inquiry:**

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

1. Students will fill out the ideation packet in order to develop ideas and plans for their vases.
2. Students will sketch ideas for their vases.

**Instruction:**

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

	<p><b>Instruction</b> - The teacher will... (Be <b>specific</b> about what concepts, information, understandings, etc. will be taught.) <b>Identify instructional methodology. KNOW (Content) and DO (Skill)</b></p>	<p><b>Learning</b> - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be <b>specific</b> about what will be the <b>intended result</b> of the instruction as it relates to learning.) <b>UNDERSTAND</b></p>	<p><b>Time</b></p>
<p>Day 1</p>	<p>The teacher will instruct students to form a circle at the front of the room and the teacher will play <a href="https://www.youtube.com/watch?v=6EkjNOZ2ULA">https://www.youtube.com/watch?v=6EkjNOZ2ULA</a></p> <p>The teacher will ask, "Why is coil building a good technique for this artist to use?"</p> <p>"What other ways could someone build pottery at this scale?"</p>		<p><b>1hr 45 min</b></p>
	<p>The teacher will hand out the ideation packets and rubrics and ask students, "Throughout history what have people used pots and vases for?"</p> <p>"How do people represent their culture or history through art on vases?"</p>	<p>Students will learn to explore ideation by making personal connections between their own memories and the art they will create.</p>	<p><b>5 min</b></p>
	<p>The teacher then will have students switch off reading the assignment and the assignment goals aloud.</p>		
	<p>The teacher will then instruct students to return to their seats and fill out the packet. After the students finish their packets they are instructed to create a new page on their bulb blogs called "Monumental Coil Pots" and are to fill the page with the questions they</p>		<p><b>5 min</b></p> <p><b>90 min</b></p>

<p>Day 2</p>	<p>answered from the ideation packet as well as images of the sketches they created.</p> <p>The teacher will instruct the students that it is time to clean up!</p> <p>The teacher will instruct students to come sit around the table at the front of the classroom.</p> <p>The teacher will first show students the half built demo, “I left one side unsmoothed to show you your two options for the surface of your vase, it can be smoothed out or you can keep your coils visible from the outside. To make these coils we will be using the extruder. If you want more of a challenge you can make your coils by hand.”</p> <p>The teacher will instruct students to follow her to the extruder. “This is the extruder, when using this machine I suggest you partner up with someone who wants to make the same sized coil as you so that you don’t have to keep switching out the plates.”</p> <p>“To use the extruder first you want to pick one of the plates that has the pattern of the coil you want, don’t use the biggest circle or your pot will be too heavy and if you use the smallest circle your pot will take much longer to build. Once you pick a plate that you want you will take the rubber dye and position the window over the shape you want so that it is the only visible shape. Next you slide your plate and dye with the dye facing upward, into the bottom of the extruder, and use the key to tighten the bolts on either side. Make sure when you remove the plates you don’t take the bolts all the</p>	<p>Students will learn to transfer insights about how putting individual coils together can create a whole pot. (parts to whole)</p> <p>Students will learn to transfer insights about how putting individual coils together can create a whole pot. (parts to whole)</p>	<p>10 min</p> <p>3 min</p> <p>5 min</p> <p>10 min</p>
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Day 3	<p>Teacher will remind students to consistently check the height of their pots to meet the requirements.</p>		
	<p>Students will work on coil building pots.</p>		<b>45 min</b>
	<p>The teacher will tell students, “As your pot begins to get taller, keep plastic around the part you are now working on to prevent the bottom of your vase from drying too quickly.”</p>		<b>2 min</b>
	<p>The teacher will instruct that it is time to clean up and do your clean up jobs. “Make sure to double wrap your vases, and put a wet paper towel inside the bag with your vase if you still need to add on to it and put your names on the tape and put them in wet storage.”</p>		<b>15 min</b>
	<p>The teacher will instruct students to fill out the “Quiz” worksheet and turn it in at the front of the class when they are done.</p>	Students will demonstrate their understanding of the previously introduced pottery terminology.	<b>10 min</b>
	<p>The teacher will instruct students to continue working on their vases.</p>		<b>25 min</b>
	<p>The teacher will instruct students that it is clean up time and they must complete their clean up jobs.</p>		<b>15 min</b>
	<p>The teacher will instruct students to continue working on constructing the form of their vases.</p> <p>The teacher will remind students that today would be a good day to focus on the surface designs of their vases. The teacher will instruct students if they finish their vases they should place the vase on the bisque fire shelf to be fired.</p>		<b>90 min</b>

<p>Da y 4</p>	<p>The teacher will instruct students that it is clean up time and they must complete their clean up jobs.</p>		<p><b>15 min</b></p>
	<p>The teacher will instruct students to continue working on constructing the form of their vases.</p>		<p><b>89 min</b></p>
	<p>The teacher will remind students that today would be a good day to focus on the final touches of their vases and that at the end of today their vases should be placed on the bisque shelf and be ready to be bisque fired!</p>		<p><b>10 min</b></p>
<p>Da y 5</p>	<p>The teacher will instruct students that it is clean up time and they must complete their clean up jobs.</p>		<p><b>2 min</b></p>
	<p>The teacher will instruct students to collect their bisque fired pots from the shelves and to spend this period glazing their pots and to place them on the shelf to be fired when they are complete.</p>		<p><b>90 min</b></p>
	<p>The teacher will instruct students that it is clean up time and they must complete their clean up jobs.</p>		<p><b>15 min</b></p>
<p>Da y 6</p>	<p>The teacher will instruct the students: "Place your completed vases on your table and fill out the "artist intention side" of the critique worksheet and then fold it in half and meet me at the front of the room."</p>		<p><b>10 min</b></p>
	<p>Student's will fill out artist intention side of worksheet then will circle up in front of room.</p>		<p><b>5 min</b></p>

	<p>“Now I want you to partner up and go sit by your partners project. You will fill out the viewer side of the worksheet while examining your partners artwork.”</p> <p>“Now go sit beside your partner and trade worksheets, read through what you each wrote and then have a discussion about what the artists wrote and how you interpreted their artwork.”</p>	<p>Students will analyze and evaluate each other’s artwork by comparing and contrasting their artists statements to the viewer’s interpretation.</p>	<p><b>10 min</b></p> <p><b>15 min</b></p>
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**Student reflective/inquiry activity:**  
Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

The students will participate in an activity which involves filling out an artist intent/viewer interpretation worksheet. After they finish the activity they will discuss with their partners what they thought about each other’s work.

**Post-Assessment (teacher-entered/objectives as questions)**

:  
Have students achieved the objectives and grade level expectations specified in your lesson plan?

**Post-Assessment Instrument:**

How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.

Name: \_\_\_\_\_

**Coil Vessel Rubric**

Class Period: \_\_\_\_

<i>Project Requirements</i>	<b>Below Expectations</b> 0-4 points	<b>Meets Expectations</b> 5-9 points	<b>Exceeds Expectations</b> 10 points	<b>Student Score</b>	<b>Teacher Score</b>
<b>Height</b>	Student constructed a coil vessel of 4 inches or less.	Student constructed a coil vessel of 5-8 inches.	Student constructed a coil vessel of more than 9 inches in height or width <b>OR</b> created more than one vessel <b>OR</b> had an extremely intricate design.		
<b>Design of form and Surface</b>	0-12 points No use of piercing, applique or incision was used on the vessel. The form is a basic cylinder with no attempt at a creative/unique design.	13-19 points Some creativity is shown, the student used a least one of the 3 methods (piercing, applique or incision).	20-25 points Thought was given to the final purpose of the vessel, which is evident in the design.		
<b>Construction</b>	0-9 points Many coils have not been slipped, scored, and/or blended together causing a lot of gaps and/or complete separation from the pot. Neatness is severely lacking. It is not smoothed on either the inside <b>OR</b> the outside.	10-17 points Most of the coils have been joined together well. There may be a few areas where the coils separated, but it does not compromise the integrity of the vessel. Neatness of coils needs some improvement. Mostly smoothed on <b>EITHER</b> the inside or outside.	18-20 points The coils have been successfully joined together using the slip and score technique. It is entirely smooth on the <b>EITHER</b> the inside or outside. Attention to detail is evident because the coils/walls are even, symmetrical, and free from crumbs or tooling marks.		

		0-9 points Less than two coats of glaze was used and it was applied in a very messy manner. There are a lot of empty spots, running, or glaze on bottom of pot. No intentional selection of glaze is evident.	10-17 points Three coats of glaze was applied, but the glaze chosen may not highlight or emphasize the features of the vase. There may be glaze on the bottom, OR there may be a few thin areas, OR they only used one glaze color and didn't take any risks.	18-20 points Glaze was applied with three even coats. No thin areas are visible, the bottom of the pot was wiped off. There was more than one color of glaze used and/or a creative technique was successfully used. The glaze choice emphasizes the design of the vase.		
	<b>Glaze Application</b>					
		0-9 points The student had to start over several times due to improperly stored project, excessive absences, or wasting of studio time. Little to no effort was made to execute a successful project. There is little evidence of planning.	10-17 points If faced with drying issues (either project drying out or too wet), the student made some attempt to correct the problem, but did not put forth full effort for the best outcome. If they had excessive absences, they did not come in outside of class to catch up, BUT they did work super hard when they WERE in class.	18-20 points This student worked tirelessly, solving problems as they came up in order to have a successful outcome. They were in class consistently and used their time well. If they had excessive absences, they made extra effort in and out of class to complete their project successfully. There is clear evidence of planning and adjusting to achieve a good result.		
	<b>Studio Habits</b>					
		0 points No glazing sheet was completed for the project.	1-4 points A glazing sheet was partially filled out OR it was filled out AFTER the project came out of the glaze fire.	5 points All parts of the glazing sheet have been filled out including the type(s) of glazes used, the method or technique, the result and whether it was successful.		
	<b>Glazing Sheet</b>					
		<b>*****Bulb site is complete? Yes or No</b>			<b>Total Score: _____/100</b>	

**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

### **Post Lesson Reflection**

- 1. To what extent were lesson objectives achieved? (*Utilize assessment data to justify your level of achievement*)**

According to the data from my assessment, all my students except for two fully understood the new techniques and vocabulary.

- 2. What changes, omissions, or additions to the lesson would you make if you were to teach again?**

One change addition I would add to the lesson would be to include more mug shape options. I think it would be interesting to have even more mug shapes for the students to choose from and experiment with.

- 3. What do you envision for the next lesson? (*Continued practice, reteach content, etc.*)**

For the next lesson I envision doing a large coil pot vase, to build off of the knowledge they gained by creating mugs.



# MONUMENTAL COIL VASES

## [HAND BUILDING]

Throughout history, vases have been a reflection of the time, culture, and location in which they were made. You are going to be creating a vase that relates to a specific time, place or culture that represents you and/or a time in your life.

(Ex: time- when you were a toddler or this year, place- your home, work, favorite place to be, culture- traditions you grew up with or beliefs)

### GOALS:

- To create a 10-12 inch vase using the **COIL hand building technique** with an interesting surface design created with **applique and/ or incision** and or incorporating negative space (Piercing).
- To understand how to successfully use the EXTRUDER to create coils of varying size and shapes.
- To show mastery of joining pieces of clay together to create a “whole.”
- To understand how to judge the various stages of clay to construct a successful coil vase.
- To understand how the Design Element of LINE translates in a coil of clay
- To convey personal meaning through the surface design and FORM of the vase.



Applique Example



Incision Example

**Applique:** a sculptural element where the artist attaches 3d objects to the background of a form.



Incising: designs are engraved into background, lines appearing below the surface.

## **Brainstorming: (10 POINTS) ) \*\*\*ON BULB SITE\*\*\***

**Answer the following Brainstorming questions and take a picture of worksheet and put on your bulb page.**

## **PLANNING: (38 POINTS) \*\*\*ON BULB SITE\*\*\***

1. Find at LEAST three examples of Coil Vases that use the coils in an interesting way to convey meaning, a story, a complex pattern, or create an image. UPLOAD the three (or more) examples to your COIL VASE page
2. Take a photo of the answers you write for the following section (brainstorming) and post it onto your bulb page.

### **BRAINSTORMING:**

1. List 5 time periods in your life that hold significance to you, include a word or two that describes what your mindset was like at that time in your life.

**EXAMPLE:** *1. When I was 5 years old, I was carefree and happy.*

- 1.
- 2.
- 3.
- 4.
- 5.

2. List 10 important places from your life, and briefly explain their importance:

**EXAMPLE:** The back porch of my parent's house that outlooks the mountains, this is where I have come to contemplate life and struggles I was going through when I lived there. I came to a lot of major life realizations in that place.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

3. NOW, looking at the above lists, select your top two places and your top two times in your life and your top two representation of your culture. What imagery or symbols come to mind for each?

**EXAMPLE: When I was 13: boat, shark fin, triangles, squiggly lines**

**Time Periods:**

- 1.
- 2.

**Places:**

- 1.
- 2.

**Culture:**

- 1.
- 2.

**Personal Intent:**

- **What is the intended purpose of your vase?**
  - To hold liquid? Simply decorative? To reveal light? (such as a lantern)
  
- **How will this vase represent you?**
  - What time, place or culture will inspire your design? How will you incorporate it into your vase?

**Design Choices:**

- **What design elements will you add to represent the time, place or culture you are inspired by?**
  - Will ALL of the coils of your vase be visible, or will some of them be smoothed??
  - Will your coils tell a visual story? (How can you “draw” with the coils?)
  - How will you create visual interest?
  - Will your form have one chamber, two chambers, or more?
  - Will you be able to see “into” the vase?
  - Will you use relief? Intaglio? Both?

○ **Make at LEAST three drawings/visual plans for your piece**

○ **UPLOAD THESE TO YOUR BULB SITE WHEN YOU ARE FINISHED.**

## When designing your piece remember to.....

- Make it **12-18 inches in height** (Before drying)
- Keep shape in mind! Refer to the coil pot shape chart!
- Take a risk! Try something you haven't done before.

## PROCESS:

- Select your favorite design from your three brainstorm images.
  - Using FRESH CLAY, (**NOT** pugged) roll out a slab that is slightly larger than the diameter of your vase, according to your plan.
  - Wedge approximately 2 pounds of FRESH CLAY. (this is for your coils)
  - Using the extruder according to the demonstration, select the die (pattern) that has the size coil you want to use. (**Tip: select a coil that is between ½ inch and 1 inch in diameter**)
  - Put your wedged clay in the extruder and create your coils. (**Tip: work with a friend and have them hold square bat underneath the extruder to catch your coils!**)
  - Get some slip, a small container of water, and your pottery tools.
  - Move your coils off of the square bat and onto your table. (You may place them on a slab mat, if you wish)
  - Put your slab base on the bat. You will build your vase upon this base and store it on this base.
  - Using the slip and score technique, attach your first row of coils to the slab base. Use your tools to smooth and connect the coil completely to the base.
  - Continue adding coils on top of each other, remembering to slip and score in between each "row."
- § If you want your walls to be vertical, place each coil directly on top of the one below it.
- § If you want your vase to get wider, place the coil a little bit to the outside of the one below it.
- § If you want your vase to get narrower, place the coil a little bit to the INSIDE of the one below it.
- **After attaching 3 rows**, smooth out the inside seams with your fingers and tools, being sure to support the outside of your vase with your outside hand to prevent it from warping. You may also trim away the excess clay from your slab base at this time.
  - Continue to add your coils, remembering to switch directions, create spirals, gaps, or designs according to your plan.
- § **\*\*Always remember to smooth out your inside walls no matter what!**

## TROUBLESHOOTING:

- If your vase starts to "sag" it means that your coils are too soft and heavy. Try putting crumpled newspaper or an armature (support) of some sort inside your vase while you

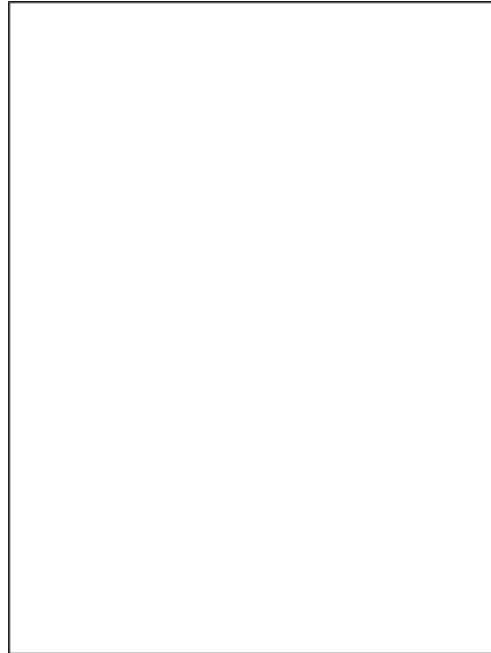
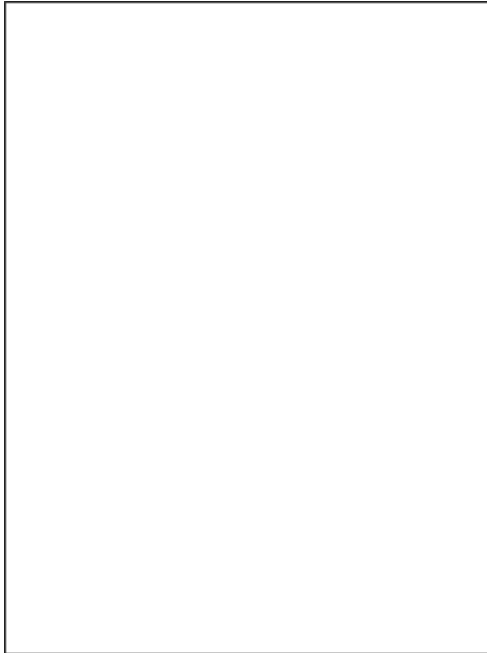
construct. You can also let your piece “rest” for about 15 minutes so it can stiffen up a bit.

- If your coils start cracking A LOT, then the clay is too dry. **You will need to make new coils.**
- Making lots of designs with shorter lengths of clay or with spirals? Make several at once so that assembly will go faster.
- COILS WILL NOT GENERALLY KEEP OVER NIGHT—IF YOU DON'T USE THEM DURING CLASS, RECYCLE THEM.
- To keep your coil vessel damp from class to class, use a damp paper towel wrapped around your vessel before wrapping it tightly with plastic. (Try to find some of the large, dry cleaner plastic)
- If your vase becomes too tall for you to work on it comfortably, carefully move it to a stool so that you can reach it.

Name: \_\_\_\_\_

## COIL VESSEL PLANNING PAGE

Use the area below to brainstorm THREE ideas for your Coil Vase. Include patterns relief or intaglio or directions of your coils in your design. (You may use the back, if needed) **UPLOAD TO YOUR BULB SITE!**



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Name: \_\_\_\_\_

**Coil Vessel Rubric**

Class Period: \_\_\_\_\_

<b>Project Requirements</b>	<b>Below Expectations</b> 0-4 points	<b>Meets Expectations</b> 5-9 points	<b>Exceeds Expectations</b> 10 points	<b>Student Score</b>	<b>Teacher Score</b>
<b>Height</b>	Student constructed a coil vessel of 4 inches or less.	Student constructed a coil vessel of 5-8 inches.	Student constructed a coil vessel of more than 9 inches in height or width <b>OR</b> created more than one vessel <b>OR</b> had an extremely intricate design.		
<b>Design of form and Surface</b>	0-12 points No use of piercing, applique or incision was used on the vessel. The form is a basic cylinder with no attempt at a creative/unique design.	13-19 points Some creativity is shown, the student used a least one of the 3 methods (piercing, applique or incision).	20-25 points Thought was given to the final purpose of the vessel, which is evident in the design.		
<b>Construction</b>	0-9 points Many coils have not been slipped, scored, and/or blended together causing a lot of gaps and/or complete separation from the pot. Neatness is severely lacking. It is not smoothed on either the inside <b>OR</b> the outside.	10-17 points Most of the coils have been joined together well. There may be a few areas where the coils separated, but it does not compromise the integrity of the vessel. Neatness of coils needs some improvement. Mostly smoothed on <b>EITHER</b> the inside or outside.	18-20 points The coils have been successfully joined together using the slip and score technique. It is entirely smooth on the <b>EITHER</b> the inside or outside. Attention to detail is evident because the coils/walls are even, symmetrical, and free from crumbs or tooling marks.		

Name: \_\_\_\_\_

**Coil Vessel Rubric**

Class Period: \_\_\_\_\_

<b>Glaze Application</b>	0-9 points Less than two coats of glaze was used and it was applied in a very messy manner. There are a lot of empty spots, running, or glaze on bottom of pot. No intentional selection of glaze is evident.	10-17 points Three coats of glaze was applied, but the glaze chosen may not highlight or emphasize the features of the vase. There may be glaze on the bottom, <b>OR</b> there may be a few thin areas, <b>OR</b> they only used one glaze color and didn't take any risks.	18-20 points Glaze was applied with three even coats. No thin areas are visible, the bottom of the pot was wiped off. There was more than one color of glaze used and/or a creative technique was successfully used. The glaze choice emphasizes the design of the vase.		
<b>Studio Habits</b>	0-9 points The student had to start over several times due to improperly stored project, excessive absences, or wasting of studio time. Little to no effort was made to execute a successful project. There is little evidence of planning.	10-17 points If faced with drying issues (either project drying out or too wet), the student made some attempt to correct the problem, but did not put forth full effort for the best outcome. If they had excessive absences, they did not come in outside of class to catch up, <b>BUT</b> they did work super hard when they <b>WERE</b> in class.	18-20 points This student worked tirelessly, solving problems as they came up in order to have a successful outcome. They were in class consistently and used their time well. If they had excessive absences, they made extra effort in and out of class to complete their project successfully. There is clear evidence of planning and adjusting to achieve a good result.		
<b>Glazing Sheet</b>	0 points No glazing sheet was completed for the project.	1-4 points A glazing sheet was partially filled out <b>OR</b> it was filled out <b>AFTER</b> the project came out of the glaze fire.	5 points All parts of the glazing sheet have been filled out including the type(s) of glazes used, the method or technique, the result and whether it was successful.		

\*\*\*\*\*Bulb site is complete? Yes or No

Total Score: \_\_\_\_\_/100





Name: \_\_\_\_\_

**Coil Pots Mini Quiz**

Match the definition with the term.

Terms:

1. Applique: \_\_\_
2. Incision: \_\_\_
3. Piercing: \_\_\_

Definitions:

A: designs are engraved into background, lines appearing below the surface.

B: a sculptural element where the artist attaches 3d objects to the background of a form

C: Negative space is carved out of the form.