


Chimera Cups Lesson Guide

Lesson Examples	
Lesson Steps	<ol style="list-style-type: none"> 1. Finish Chimera Cup Template 2. Roll out a slab of clay and then cut into a circle that is three and a half inches across 3. Begin to roll out coils, and then slip and score on top of the circle until you have a cup that is 4 inches tall. 4. Smooth out the coils on the inside and outside of the cup. 5. Build attachments by pinching them out of clay. 6. Slip and score the attachments onto the cup. 7. Carve out the small parts of the hybrid with the detailer tool 8. Bisque fire, Glaze cup, Glaze Fire
Essential Learnings	<ul style="list-style-type: none"> • I can apply contemporary and historical inspiration in my artwork. • I can use a variety of tools safely and effectively to create artwork. • I can create art that shows care and attention to detail.
What To Submit	<ol style="list-style-type: none"> 1. Photograph your project on your chromebook and save as a .jpg image. 2. Submit your image to schoology. (Remember to fill out your reflection!)
Assessment	<ul style="list-style-type: none"> ◆ Idea Generation: Students can connect their artwork to a variety of inspirations. ◆ Developing Craft: Students can explore a variety of materials through the artmaking process. ◆ Productivity: Students can work in an engaged manner to complete artwork. ◆ Problem Solving: Students can demonstrate persistence through problem solving and response to mistakes in artwork. ◆ Reflecting: Students can reflect on their own work and the work of others.

Criteria	4 Exemplary	3 Proficient	2 Developing	1 Struggling	0 Incomplete Evidence
Idea Generation Students can connect their artwork to a variety of inspirations.	Student independently or collaboratively generates their own ideas for artmaking using personal preferences or media sources.	When prompted by the teacher, student generates their own ideas for artmaking using personal preferences or media sources.	When the teacher provides specific examples, the student is able to generate their own ideas for artmaking.	When the teacher provides limited options, the student is able to generate ideas for artmaking.	Student is unable to generate their own ideas for artmaking, even with teacher guidance. They may copy others' work without making it their own.
Developing Craft Students can explore a variety of materials through the artmaking process.	Student was able to exceptionally use all three clay working techniques shown.	Student was able to successfully use all three clay working techniques shown.	Student was able to attempt use all three clay working techniques shown. There may be visible mistakes to the process in the final work.	Student was able to attempt to use all three of the clay working techniques shown with teacher prompting on how to use the materials.	Student is unable to use any of the clay working techniques despite multiple attempts of teacher prompting on how to use the materials.
Productivity Students can work in an engaged manner to complete artwork.	Student worked independently throughout classes with no reminders to stay on task. They took initiative to contribute to discussions.	Student worked independently throughout classes with a few reminders to stay on task. They took initiative to contribute to discussions.	Student worked independently most of the time with reminders to stay on task. They contributed to discussions when prompted by the teacher.	Student struggled to work independently, even with reminders to stay on task. They rarely contributed to discussion.	Student was off task most of the time and showed little progress in their work throughout classes. They refused to contribute to discussion or communicate with the teacher.
Problem-Solving Students can demonstrate persistence through problem-solving and response to mistakes in artwork.	Student experiments with a variety of options to develop artwork, and responds positively to mistakes. They use resources such as Chromebooks to seek answers to their own questions.	Student experiments with a variety of options to develop artwork and responds positively to mistakes. When prompted, they seek answers to their own questions.	When prompted, student experiments with a variety of options to develop artwork. With teacher guidance, they respond positively to mistakes.	Student struggled to explore a variety of options to develop artwork. They have difficulty recovering from mistakes.	Student refuses to experiment with multiple options to develop artwork. They work only with their first idea, and give up or start completely over instead of recovering from mistakes.

Reflecting Students can reflect on their own work and the work of others.	Student accepts and provides feedback in a constructive and positive manner. They evaluate artwork based on specific criteria, and provide detailed explanations to support their evaluation. They initiate reflective discussions with peers and teacher.	Student accepts and provides feedback in a constructive and positive manner. They evaluate artwork based on specific criteria. They participate in reflective discussions with peers and teacher.	Student accepts constructive feedback. They evaluate artwork but may overlook specific criteria or parts of written questions. When prompted, they participate in reflective discussions with peers and teacher.	Student does not implement constructive feedback. They evaluate artwork based on their opinion rather than specific criteria. They sometimes participate in reflective discussions with peers and teacher.	Student argues against constructive feedback. They do not thoughtfully evaluate artwork based on opinion or specific criteria. They rarely, if ever, participate in reflective discussions.
Total					