

## Sample High School Unit Plan: 3D

### What is a Reliquary?

**Unit Title:** What is a Reliquary?

**Central Focus:** During this unit, students will engage with the concept of the “sacred.” Who decides what objects are culturally important? Why are these objects important? What is “sacred” to us as individuals? As a group? Through the exploration of a culturally diverse group of artists and their work, students will discuss the ways people of different cultures care for objects they define as sacred or deeply significant and symbolic. Students will conduct research about reliquaries. Students will reflect on their own values to think of a personally significant or sacred object for which they will then construct a reliquary.

**Benchmarks:**



### Objectives, Standards, and Criteria

Objectives	National Core Art Standards	Criteria
Students will design a final project that utilizes the skills developed throughout Ceramics I.	VA:Cr1.1.IIa: Individually or collaboratively formulate new creative problems based on student’s existing artwork.	Final project is well made and utilizes at least 2 hand-building skills (soft slab, hard slab, coil, pinch, texture techniques).
Students will research historical and contemporary reliquaries to inform their design.	VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	Research assignment is thoroughly and thoughtfully completed.

Students will generate an idea for their reliquary that is informed by research and is personally relevant and meaningful.	VA:Cr2.1.IIIa: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	Sketch and proposal are completed and demonstrate thinking and planning.
Students will conduct research and engage in self-revision to produce an original concept sketch.	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.	Reference images are properly credited. Sketch is original and derived from student's personal experience.
Students will engage in constructive peer critique.	VA:Cr3.1.IIa: Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.	Sketch and proposal shows evidence of peer review (markings in different color). Student participates in final critique at least 2 times.
Students will present their final work and explain their artistic choices.	VA:Pr4.1.IIIa: Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	Students will speak to the class for 2-3 minutes about their work, process, and message.
Students will compare historical and contemporary reliquaries during their research.	VA:Cn1.1.IIa: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	Research assignment is thoroughly completed. At least 1 historical and 1 contemporary reliquary are studied.

## Unit Instruction

### Abbreviated Chart:

Lesson Overview	
Lesson 1	Introduction to working with slabs. Discussion of visual texture. Teacher demonstrates soft vs hard slab methods. Students roll slabs, saving half for hard slab work next class and use texture mats on the other half to make textured soft slab bowls.
Lesson 2	Teacher demo: hard slab mugs. Students finish soft slab bowls and begin work with hard slabs.
Lesson 3	Students finish hard slab mugs. Class discussion and research: what is a reliquary? What is its religious importance? What religions use reliquaries? Can this concept be applied in a secular context? Compare and contrast modern and historic reliquaries.
Lesson 4	Teacher: Brief review of clay methods: pinch, coil, slab. Texture: additive/subtractive relief, texture mats, carving, etc. Students begin project proposal.
Lesson 5	Students begin work on reliquary once they have received approval.
Lesson 6	Continue work on reliquary.
Lesson 7	Continue work on reliquary.
Lesson 8	Finish reliquary. Write/sketch plan for glazing.
Lesson 9	Glaze project. Work on artist's statement.
Lesson 10	Class gallery. Students present their finished pieces and share their artist's statements aloud.

### Day 1:

Lesson Title: Introduction to Slab Work

#### Objectives:

- Define soft and hard slab
- Identify, describe, and discuss visual texture
- Practice rolling and preparing slabs for use

#### Hook/Motivation (7 minutes):

Teacher will:

- Introduce students to slab work with examples
- Facilitate discussion of visual texture

Students will:

- Discuss impact of visual texture examples in pairs

#### Demonstration (5 minutes):

Teacher will:

- Demonstrate rolling slabs with slab roller and with rolling pin

- Demonstrate applying texture using texture mats
- Provide benchmarks of textured shallow bowl mini-project

**Transition (2 minutes):**

Students will:

- Pick texture mat or method of their choice

**Engagement/Studio Practices (39 minutes):**

Teacher will:

- Monitor groups for on-task behavior
- Encourage deeper thinking by asking groups guiding questions
- Monitor time and direct students to change tasks or clean up at given time

Students will:

- Begin rolling and preparing slabs, saving half for hard-slab work
- Apply texture to soft slabs
- Make shallow bowls from soft slabs

**Closure (7 minutes):**

Teacher will:

- Distribute Day 1 rubric for students to complete
- Collect completed rubric
- Provide overview of next class

Students will:

- Clean up workstations: clean and return tools, wipe down tables, store projects properly in cabinets.
- Complete Day 1 rubric

**Day 1: Materials for students**

- Texture mats
- Clay tools
- Sponges
- Water
- Clay
- Bowl molds

**Day 1: Resources for teaching**

- Rubric
- <https://ceramicartsnetwork.org/daily/article/How-to-Make-Textured-Ceramic-Wall-Sculptures>



- <https://www.maycocolors.com/projects/handbuilt-texture-mugs/>



- <https://luizabarrosdesign.wordpress.com/2013/12/20/ceramic-textures/>



### Day 1: Formative (Informal) Assessment and data analysis.

- Reflection rubric
- Think-pair-share

These assessments will be used to assess prior knowledge and check for understanding. Student feedback on rubric will influence progression of day 2 classwork.

### Day 2:

**Lesson Title:** Hard vs. Soft Slabs

#### Objectives:

- Students will understand applications of hard vs soft slabs
- Students will practice working with hard slabs

**Hook/Motivation (5 minutes):**

Teacher will:

- Welcome students to class and remind them of prior work with soft slabs
- Facilitate student discussion of uses for hard vs soft slabs

**Demonstration (10 minutes):**

Teacher will:

- Demonstrate building a mug out of a hard slab

**Transition (3 minutes):**

Students will:

- Collect materials.

**Engagement/Studio Practices (34 minutes):**

Teacher will:

- Monitor groups for on-task behavior
- Encourage deeper thinking by asking groups guiding questions
- Monitor time and direct students to change tasks or clean up at given time

Students will:

- Finish soft slab bowls, if necessary.
- Begin building hard slab mugs

**Closure (7 minutes):**

Teacher will:

- Distribute daily rubric for students to complete
- Collect rubrics

Students will:

- Clean up: Clean and return tools, wipe tables, store projects properly in cabinets.
- Complete daily rubric

Followed by materials, resources, assessment/data. Make note of how you provide students with feedback throughout the unit.

**Day 2: Materials for students**

- Clay tools
- Water
- Sponges
- Hard slabs from previous class

**Day 2: Resources for teaching**

- Rubric

**Day 2: Formative (Informal) Assessment and data analysis.**

Teacher will assess rubric for student comprehension and any areas of confusion. Teacher will make notes about concepts or studio practices that need more clarification. This information will guide teacher decision about progression of work on day 3.

**Day 3:****Lesson Title:** What is a reliquary?**Objectives:**

- Students will complete hard slab mugs
- Students will explore the concept of the “sacred” as a reflection of societal values
- Students will conduct research about the religious background of reliquaries
- Students will identify and describe their personal values; what is “sacred” to us?

**Hook/Motivation (15 minutes):**

Teacher will:

- Greet students
- Inform students that they have a few minutes to finish up work from last class

Students will:

- Gather supplies
- Complete hard slab mugs

**Transition (5 minutes):**

Teacher will:

- Facilitate clean-up

Students will:

- Clean up: clean and return tools, wipe tables, properly store projects in cabinets.
- Get out Chromebooks

**Engagement/Studio Practices (30 minutes):**

Teacher will:

- Introduce class discussion: what do you notice, what do you wonder about these objects?
- Facilitate forming of groups
- Instruct students to complete Google Classroom research assignment in small groups.

Students will:

- Complete online research assignment in small groups

**Closure (10 minutes):**

Teacher will:

- Facilitate small group sharing of research findings

Students will:

- Select a member of their group to share their findings

Followed by materials, resources, assessment/data. Make note of how you provide students with feedback throughout the unit.

**Day 3: Materials for students**

- In-progress hard slab mugs
- Clay tools
- Water

<ul style="list-style-type: none"> <li>• Sponges</li> <li>• Clay</li> </ul>
<b>Day 3: Resources for teaching</b> <ul style="list-style-type: none"> <li>• Google Classroom Research Assignment</li> </ul>
<b>Day 3: Formative (Informal) Assessment and data analysis</b> Research assignment: teacher reviews student work and participation for content comprehension and evidence of deeper thinking. This will be used to assess understanding and will dictate progression of unit.

**Day 4:****Lesson Title:** Proposal Planning**Objectives:**

- Review of hand building techniques
- Students will complete their final project proposal

**Hook/Motivation (5 minutes):**

Teacher will:

- Review hand building techniques
- Introduce final reliquary assignment and requirements

**Engagement/Studio Practices (50 minutes):**

Students will:

- Complete any unfinished work (textured dish and mug)
- Begin project proposal assignment (sketch and notes)
- In pairs, participate in peer review and critique of proposal

Teacher will:

- Walk around the classroom assisting with work and providing support if necessary
- Monitor time and direct students to change tasks or clean up at given time
- Meet with students individually to discuss proposal

**Closure (5 minutes):**

Teacher will:

- Distribute exit ticket rubric

Students will:

- Complete exit ticket rubric

<b>Day 4: Materials for students</b> <ul style="list-style-type: none"> <li>• Clay tools</li> <li>• Water</li> <li>• Sponges</li> <li>• Clay</li> <li>• Any unfinished work</li> <li>• Ceramics Sketchbooks</li> </ul>
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**Day 4: Resources for teaching**

- Debra J Gardner Abarca, Reliquary, 2015



- Ceramic Reliquary Case. Korea, Goryeo dynasty (918-1392), 13th-14th century



- Crystal Reliquary. Rhenish, ca. 1200.



- Exit ticket rubric

**Day 4: Formative (Informal) Assessment and data analysis**

Teacher will assess project proposal and exit ticket rubric for student comprehension and understanding of material. These assessments will be used to determine student readiness to begin final project.

**Day 5:**

**Lesson Title:** The Beginning of the End!

**Objective:**

- Students will begin working on their final project

**Hook/Motivation (15 minutes):**

Teacher will:

- Meet with remaining students to approve final project

Students will:

- Once project is approved, collect required supplies and begin work

**Engagement/Studio Practices (40 minutes):**

Teacher will:

- Walk around the room encouraging students to continue new techniques
- Monitor time and student participation

Students will:

- Work on final project

**Closure (5 minutes):**

Teacher will:

- Instruct students to clean up
- Distribute exit ticket rubric

Students will:

- Clean up by cleaning and returning tools, wiping down tables, and properly storing projects.
- Complete exit ticket rubric

<p><b>Day 5: Materials for students</b></p> <ul style="list-style-type: none"> <li>• Clay tools</li> <li>• Water</li> <li>• Sponges</li> <li>• Clay</li> </ul>
<p><b>Day 5: Resources for teaching</b></p> <ul style="list-style-type: none"> <li>• Exit ticket</li> </ul>
<p><b>Day 5: Formative (Informal) Assessment and data analysis</b>            Teacher will evaluate students' exit tickets for comprehension, new learning, and participation. This data will be used to ensure students are ready to continue with work on day 6.</p>

**Day 6:**

**Lesson Title:** Main assembly

**Objective:**

- Students will continue with main assembly of their final projects

**Hook/Motivation (10 minutes):**

Teacher will:

- Highlight ceramic artist of the day: Cynthia Consentino

Students will:

- Actively participate in what do you notice, what do you wonder about artist of the day

**Engagement/Studio Practices (45 minutes):**

Students will:

- Continue work on final project

Teacher will:

- Move about the classroom, providing guidance and feedback when necessary.
- Monitor student engagement and time
- Ask questions (“This area looks very detailed. How will you create it?”)

**Closure (5 minutes):**

Teacher will:

- Announce that it is time to clean up
- Distribute daily exit ticket rubric

Students will:

- Clean up the classroom: Clean and return clay tools, wipe tables, properly store projects
- Complete exit ticket and return to teacher

**Day 6: Materials for students**

- Clay tools
- Sponges
- Water
- Clay

**Day 6: Resources for teaching**

Artist of the day: Cynthia Consentino

<http://salmonfallsgallery.com/cynthia-consentino.html>**Day 6: Formative (Informal) Assessment and data analysis**

Daily check-in rubric. This rubric will be assessed to determine student progress and inform teacher about points of confusion, to be addressed next class.

**Day 7:****Lesson Title:** Creating Meaning**Objective:**

- Students will incorporate symbolic elements into their reliquaries.

**Hook/Motivation (10 minutes):**

Teacher will:

- Highlight ceramic artist of the day: Zizipho Poswa

Students will:

- Actively participate in what do you notice, what do you wonder about artist of the day

**Engagement/Studio Practices (45 minutes):**

Students will:

- Continue work on final project

Teacher will:

- Move about the classroom, providing guidance and feedback when necessary.
- Monitor student engagement and time
- Ask questions (“This area looks very detailed. How will you create it?”)

**Closure (5 minutes):**

Teacher will:

- Announce that it is time to clean up
- Distribute exit ticket checklist

Students will:

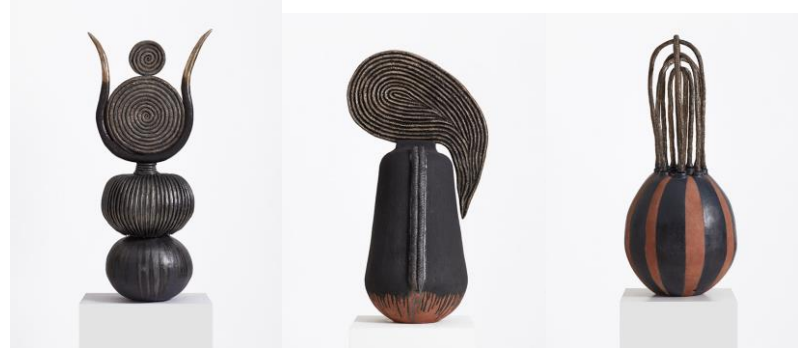
- Clean up the classroom: Clean and return clay tools, wipe tables, properly store projects
- Complete exit ticket checklist

**Day 7: Materials for students**

- Clay tools
- Sponges
- Water
- Clay

**Day 7: Resources for teaching**

Artist of the day: Zizipho Poswa

<https://southernguild.co.za/artist/zizipho-poswa/>
**Day 7: Formative (Informal) Assessment and data analysis**

Daily check-in rubric. This rubric will be assessed to determine student progress and inform teacher about points of confusion to be addressed next class.

**Day 8:****Lesson Title:** Final Day of Wet Clay**Objective:**

- Students will finish forming reliquary

**Hook/Motivation (2 minutes):**

Teacher will:

- Welcome students to class and instruct them to collect their works in progress

Students will:

- Collect work and materials

**Engagement/Studio Practices (53 minutes):**

Students will:

- Continue work on wall-hangings, adding details and adornments
- Ask questions and respond to inquiry from teacher and peers

Teacher will:

- Turn on quiet background music
- Move around the classroom providing feedback and guidance when needed
- Monitor time and student progress and participation

**Closure (5 minutes):**

Teacher will:

- Announce that it is time to clean up
- Distribute exit ticket rubric

Students will:

- Clean up: Clean and return tools, wipe tables, store projects correctly
- Complete exit ticket rubric and return to teacher

**Day 8: Materials for students**

- Clay tools
- Sponges
- Water
- Clay

**Day 8: Resources for teaching**

Active work day; no new resources

**Day 8: Formative (Informal) Assessment and data analysis**

Daily check-in rubric. This rubric will be assessed to determine student progress and inform teacher about points of confusion, to be addressed next class.

**Day 9:****Lesson Title: Glazing Party!****Objective:**

- Students will glaze their work from unit.

**Hook/Motivation (5 minutes):**

Teacher will:

- Welcome students to class
- Remind students of things to keep in mind while glazing.

**Engagement/Studio Practices (50 minutes):**

Students will:

- Glaze any bisqueware from unit: mug, bowl, reliquary

Teacher will:

- Turn on quiet background music
- Move around the classroom providing feedback and guidance when needed
- Monitor time and student progress and participation

**Closure (5 minutes):**

Teacher will:

- Distribute exit ticket rubric
- Remind students that all projects must be glazed and ready to fire by the end of the week. Invite students to optionally come during their free periods to finish glazing.
- Assign Google Classroom homework: Artist's Statement

Students will:

- Clean up: Clean and return tools, wipe tables, store projects correctly
- Complete exit ticket and return to teacher

**Day 9: Materials for students**

- Glazes
- Brushes
- Water
- Sponges

**Day 9: Resources for teaching**

Active work day; no new resources

**Day 9: Formative (Informal) Assessment and data analysis**

Daily exit ticket: This will be used to determine student perception of timeline. Data from this exit ticket will be used to determine if the class is on target to complete all glazing by the deadline.

**Day 10:****Lesson Title:** Creating a Gallery**Objectives:**

- Students will present their final pieces and share their artist's statement
- Students will participate in constructive critique
- Students will share key takeaways/new learning from the course (one thing they enjoyed, one thing they would do differently/change about the course)

**Hook/Motivation (5 minutes):**

Teacher will:

- Welcome students to class
- Remind students of expectations for class critique

- Instruct students to collect their final projects and be ready to present

Students will:

- Collect work from cabinets.

### **Engagement/Studio Practices (50 minutes):**

Students will:

- Bring their work up to the front table when called
- Share their work and artist's statement
- Participate in critique of peers' work

Teacher will:

- Facilitate presentations by reminding students whose turn it is and who is going next.
- Offer minimal support if necessary; should be a primarily student-run activity

### **Closure (5 minutes):**

Students will:

- Complete self-grading column of double-sided rubric and exit ticket

Teacher will:

- Thank students for their participation in the course this semester
- Remind students of pick-up times for their artwork

<p><b>Day 10: Materials for students</b></p> <ul style="list-style-type: none"> <li>• Finished work</li> </ul>
<p><b>Day 10: Resources for teaching</b></p> <ul style="list-style-type: none"> <li>• Rubrics</li> </ul>
<p><b>Day 10: Formative (Informal) Assessment and data analysis</b></p> <p>Teacher will assess participation in peer critique, exit ticket, and self-report rubric for student comprehension, learning, and artistic development.</p> <p>For final rubric: see “assessments” section.</p>

## **Assessments**

### **Tools and practices for providing feedback to students:**

- Daily exit ticket gives students the opportunity to assess their work in progress and ask questions. The previous day's exit ticket is returned at the beginning of class with teacher feedback. This allows for open communication and provides a basis for teacher to assess student progress.
- Teacher walks around classroom during work time to provide feedback, encouragement, and to help troubleshoot.
- Final reflection rubric and written artist's statement is returned to student at end of unit
- Teacher provides feedback by engaging in class discussions

### **Formative Assessments**

#### **Day 1:**

Teacher evaluates student participation in class discussion for data regarding student comprehension, learning, and prior knowledge about unit topic. Students complete self-check rubric.

Day 1	
4	I understand the difference between visual and tactile texture and can provide examples of each. I can articulate the impact of textural choices. I have identified the texture I plan to replicate in my bowl and have a plan for how to apply it.
3	I understand the difference between visual and tactile texture. I have a plan for the texture I want to replicate in my bowl.
2	I am not sure the difference between visual and tactile texture. I have begun thinking about what texture to apply to my bowl.
1	I am confused! I don't understand visual or tactile texture and I do not know what texture I will apply to my bowl or how.

**Day 2:**

Teacher evaluates student participation in compare/contrast Chalkboard Splash activity. Student fills out daily exit ticket.

Day 2		
Concerns: Areas Needing Work	Criteria: Standards for Performance	Advanced: Evidence of Exceeding Standards
	I have completed my soft slab bowl and have included at least 1 textural component.	
	I have begun constructing my hard slab mug.	
Explain the differences between soft and hard slabs and the applications of each. Do you have any questions, concerns, or confusion about the work we did today?		
Teacher Feedback:		

**Day 3:**

Small group research assignment.

Teacher evaluates assignment for student reflection, thinking, and comprehension.

**Day 4:**

Student Score (YES OR NO)	Final Project Proposal	Teacher Score (YES OR NO)
	I have completed my final project proposal, including a sketch and a plan for construction.	
	I have avoided “cliche” or surface-level imagery in my design.	
	I worked with a peer to edit and revise our proposals.	
	I have received approval from my teacher.	
	I have completed my textured bowl and hard slab mug.	

**Day 5:**

Progress checklist	
	I have received approval to begin my project.
	I have a plan to complete my reliquary within 4 class periods.
	I have begun creating components that need time to dry (hard slabs).
	I was focused and on-task throughout the class period.
	I maintained proper studio practice (clean and maintain tools, workspace, shared spaces).
Questions, comments, concerns?	

**Day 6:**

During work days, daily check-in rubrics will serve as formative assessments. These rubrics will be assessed to determine the progression and pace of the unit.

Student Score (YES OR NO)	Ceramic Reliquary	Teacher Score (YES OR NO)
	I am roughly halfway done with my reliquary.	
	My piece is well-constructed and carefully wrapped to avoid uneven drying.	
Share one thing you learned about our artist of the day.		

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**Day 7:**

During work days, daily check-in rubrics will serve as formative assessments. These rubrics will be assessed to determine the progression and pace of the unit.

Student Score (YES OR NO)	Ceramic Reliquary	Teacher Score (YES OR NO)
	I am on track to finish my reliquary next class.	
	My piece is well-constructed and carefully wrapped to avoid uneven drying.	
Share one thing you learned about our artist of the day.		
How is your project going? Do you have any questions or concerns?		

**Day 8:**

During work days, daily check-in rubrics will serve as formative assessments. These rubrics will be assessed to determine the progression and pace of the unit.

Student Score (YES OR NO)	Ceramic Reliquary	Teacher Score (YES OR NO)
	I have finished creating my reliquary.	
	I have properly wrapped my work to dry slowly over winter break.	
	The design choices in my reliquary reflect the object or idea it is intended to hold.	
Share one thing you feel is especially successful about the design of your piece.		
Share one thing you are looking forward to over break!		

**Day 9:**

Student Score (YES OR NO)	Artist's Statement	Teacher Score (YES OR NO)
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	My project is completely done and ready to be fired! Woo Hoo! :)	
	I have read the artist's statement assignment on Google Classroom and feel prepared to write my statement.	

**Day 10:**

The following self-report rubric will be assessed to determine participation, student comfort with class-led activities, and success of the class critique activity.

Circle	During our class critique, my peers and I...
4	Engaged in constructive dialogue, avoiding shallow comments ("I like it") and harsh criticism. People participated equally.
3	Engaged somewhat constructively in class critique. Some comments were surface level or did not demonstrate deeper thinking.
2	One or two people dominated the class discussion while others did not participate. Comments were unhelpful or harsh.
1	Participation was lacking across the board. Little discussion or constructive communication occurred.

**Summative Assessments****Final Rubric 1: Artist's Statement**

	Developing	Achieved	Exceeding	Student Score and Comments	Teacher Score and Comments
Writing Conventions	Statement is confusing or contains many grammatical errors.	Statement is clear, well-written, and free of grammatical errors.	Statement is engaging, creative, vivid, and a joy to read!		
Content: Meaning	The object or idea behind the reliquary is not explained.	Student explains the object or idea behind the reliquary.	Student vividly explains the object or idea behind the reliquary including details.		
Content: Process	Student does not explain their design	Student explains the process of	Student expertly recounts their		

	process or construction process.	deciding how to reflect their object or idea in the design of their reliquary. Student explains their process in creating their final project.	creative processes with details and thorough reflection.		
Content: Connections	Student's explanation of historical connections is unclear. Vocabulary words are used sparingly and/or incorrectly.	Student explains the connections between their piece and the historical reliquaries and/or artists we studied in class using at least 2 vocab words.	Student explains the connections between their piece and the works we studied, defining inspiration, techniques, and historical relevance using 3+ vocab words.		
Content: Reflection	Reflection on learning or work is not thorough or missing entirely.	Student reflects on their learning and work during this unit.	Student thoroughly reflects on their learning and main take-aways from this unit. Clear thought and personal reflection is evident.		

Final Rubric 2: Final Project

	Developing	Standard	Exceeding	Student Score and Comments	Teacher Score and Comments
Craftsmanship	Project looks rushed, poorly crafted, or	Project is well-crafted with few poorly constructed or	Project is beautifully crafted with no poorly		

	poorly planned.	designed areas.	constructed or designed areas.		
Details and Design	Details are rare or absent. Design is unrelated to reliquary contents or very surface-level.	Reliquary is detailed and design reflects reliquary contents.	Piece is exceptionally detailed. Detail work is thorough and carefully crafted. Design creatively and uniquely reflects reliquary contents.		
Planning	There is little evidence of a design and construction plan to complete the reliquary. Work was late or incomplete.	Plan to complete reliquary was adequate but lacked depth/foresight at times.	Plan to complete reliquary was achievable and realistic, with adjustments as necessary. Work was completed on time.		
Glazing	Glaze is poorly applied and sloppy. Glaze choices distract from design of piece. Foot is not kept clean for firing.	Glaze is adequately applied. Glaze choices are intentional and do not distract from the piece.	Glaze is carefully and deliberately applied. Glaze choices are well thought-out and accentuate the design of the piece.		