

# **Advanced Ceramics & Sculpture**

## **Course of Study**

**Black Horse Pike Regional School District**

**Department: Fine Art**

**Prepared by: Alyssa Hurst, Jeannette Sheehan, Keith Kozak**

**Approved by: Glenn Smith**

**BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT**  
Highland, Timber Creek, Triton  
Art Department  
**ADVANCED CERAMICS & SCULPTURE**  
SYLLABUS

**Unit 1: Visual Thinking**

- Art History and Criticism
- Creative Process/Idea Generation
- Elements and Principles
- Aesthetics
- Concept versus Function
- Project Proposals
- Reflection and Critique
- Documenting
- Art Careers/Community Impact
- Connections with History Culture and Self/Personal Meaning

**Unit 2: Advanced Ceramic Hand Building and Surface Manipulation**

- Combining forms using slabs, coils, pinch, and wheel
- Incising, Piercing, Molds, Textures, Stamps, Modeling
- Use of tools (pin tools, incising tools, slab rollers)
- Attachments (handles, spouts, score/slip, feet)
- Craftsmanship
- Studio Practice
- Safety Procedures
- Studio Maintenance
- Storage

**Unit 3: Finishing Techniques**

- Glazing (sgraffito, sponging, masking, layering/mixing, wax resist, dripping, splattering)
- Painting (color theory, color mixing, acrylic, watercolor, blending, layering)

- Surface Preparation (sanding, rinsing, trimming, gluing)
- Staining, Polishing
- Craftsmanship
- Studio Practice
- Safety Procedures
- Studio Maintenance
- Storage

**Unit 4: Sculptural Articulation**

- In the Round
- Relief
- Physical and Visual Balance
- Presentation
- Craftsmanship
- Armatures
- Form and Mass
- Mixed Media Application
- Organic Versus Geometric
- Studio Practice
- Safety Procedures
- Studio Maintenance
- Storage

**Unit 5: Advanced Wheel Throwing**

- Production Pottery
- Combine or Alter Thrown Forms
- Increased Size
- Trimming
- Craftsmanship
- Studio Practice
- Safety Procedures
- Studio Maintenance
- Storage

# Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Advanced Ceramics & Sculpture**

**Course Number: 071810**

## CORE SKILLS

Art in school is both a body of knowledge and a series of activities. Fundamentally, learning in art has multiple major components. The goal of art education is the development of these areas:

- **Fine Art Production-** The process of making art.
- **Art Criticism-** Responding to and making judgments about the properties and qualities that exist in visual forms.
- **Art History-** Acquiring knowledge about the contributions artists and art make to culture and society.
- **Aesthetics-** Understanding the nature, meaning, and value of art.
- **Craftsmanship-** The quality of handmade works of art.
- **Studio Habits-** The artist is responsible for studio, tools, and equipment in shared work environment.

## COURSE DESCRIPTION

**Advanced Ceramics & Sculpture, 5 credits, GRADES 11-12**

**Prerequisite: B Average or Higher in Ceramics & Sculpture or Teacher Recommendation**

**This course explores advanced problems in sculptural form with the development of processes and techniques. Students will spend much of their time sculpting with clay but will also work with other materials. Students will focus on developing an individual style and a sophisticated body of work, creating pieces that are both functional and decorative. The course will challenge students to set personal goals in terms of research, art production, and reflection.**

## GRADING SCALE

Projects	Classwork	Homework/ Critique	Total
50%	30%	20%	=100%
<p>Total # of points earned on projects</p> <hr/> <p># of assignments The final grades for all</p> <p><b>Projects are worth 50% of total grade for the Marking Period.</b></p>	<p>Each Week you will be given an assigned number of points per day. If you choose not to work, points will be deducted from your class work grade.</p> <p><b>The final Classwork grade is worth 30% of total grade for the Marking Period.</b></p>	<p>Total # of points earned on homework/critique</p> <hr/> <p># of assignments</p> <p><b>The final homework/critique grade is worth 20% of total grade for the Marking Period.</b></p>	

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course Unit/Title:</b> Advanced Ceramics & Sculpture Unit 1- Visual Thinking	<b>Unit Summary:</b> Students will focus on the creative process and refine the planning and preparation skills required to create thought provoking artwork. The Elements of Art and Principles of Design will be reviewed, while concentrating on their application in three dimensional art from various cultures. Students will self reflect on their artworks and participate in positive critique while discussing aesthetics and analyzing exemplary and peer artworks. Careers in art will be discussed and students will participate in a community impact project.
<b>Grade Level(s):</b> 11-12	
<b>Essential Question(s):</b>  <b>How does the planning process transition to the execution of a finished piece?</b>  <b>How does the application of the Elements of Art and Principles of Design effect the final piece?</b>  <b>How does art differ stylistically from various cultures and time periods?</b>  <b>How can an artist use critique and self reflection to continue to progress?</b>	<b>Enduring Understanding(s):</b>  Proper planning techniques allow artists to consider issues before they arise, while focusing on goals and outcomes prior to beginning an artwork.  The Elements of Art and Principles of Design are the foundation on which all art is made.  Critique is a crucial part of analyzing the technical and aesthetic aspects of artworks.  Self reflection allows us to look back at our aesthetic choices and technical skills to improve and grow as an artist.  Art History allows us to analyze and hypothesize the purpose of works from various artists in diverse cultures.  Discovering careers in art allows students to pursue a variety of career paths in our evolving economy.

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**  
**DESCRIBE THE LEARNING TARGETS.**

<u>Learning Target</u>	<u>NJSLS:</u>
1. Apply the Elements of Art and Principles of Design in the creation of unique works of art inspired by cultural, personal, and aesthetic stimuli.	1. VPA.1.1.12.D
2. Understand the historical and scientific development of ceramics, as well as the cultural influences and purposes.	2. VPA.1.2.12
3. Synthesize skills, media, methods, and technologies to create and analyze works of art.	3. VPA.1.3.12.D
4. Critique works of arts while demonstrating an understanding of aesthetic philosophies, judgment, and analysis.	4. VPA.1.4.12

**Inter-Disciplinary Connections:**

Math-Measuring skills applied to compositions and in making templates.

History- Discussing styles, time periods, and cultures in connection to meaning and symbolism through exposure to relevant artworks.

Intrapersonal Connections- Allowing the students to incorporate their own creativity, ideas and personality into various works of art using line and shape.

Writing- Having students write during project proposals and during formal critiques to reflect on the work they have created and justify their design decisions.

Science- Investigate how chemical changes affect the visual results of materials when they are combined or are introduced to a temperature change.

**Students will engage with the following text:**

Google Classroom postings and assignments, teacher guided slideshows, videos, handouts, and activities. Exposure to different artists and their work through various visual aids.

**Students will write:**

Analyze artwork, complete critiques based on the concepts and techniques introduced. Responses to “Do Now” or “Warm up” activities reinforcing concepts and vocabulary. Complete comprehensive project proposals.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

#### **Application of Element of Art and Principles of Design**

**Completion of exercises/worksheets**

**Final project outcome**

#### **Critique**

**Verbal**

**Written**

**Vocabulary- Elements of Art and Principles of Design**

**Self-Critique**

**Peer Critique**

**Professional Art Critique**

#### **Art History**

**Viewing Artwork**

**Discussing Artwork**

**Using Reference Materials**

#### **Studio Practice**

**Adhering to Safety procedures**

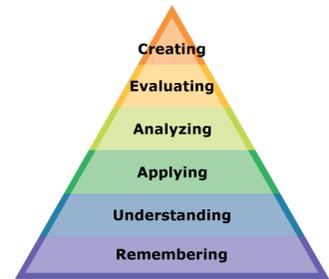
**Keeping the Studio and equipment clean**

#### **Field Trip and Curricular Experiences**

**Museums, Galleries, Studios, and/or Sculpture Gardens**

## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**



### **Formative Assessments:**

Completion of project, skill exercises and activities.  
Teacher/Student project evaluation and conferencing  
Teacher monitored progress  
Management of project completion deadlines

### **Accommodations/Modifications:**

- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible
- Provide demonstration videos for students to reference at their own pace
- Utilize Google Classroom and Google Drive to manage work and materials

### **Summative Assessments:**

Project Rubric (sample located on last page of curriculum)  
Google Forms  
Quizzes  
Reflections and Critiques  
Portfolio

### Accommodations/Modifications:

- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible
- Provide demonstration videos for students to reference at their own pace
- Utilize Google Classroom and Google Drive to manage work and materials

### Performance Assessments:

Project Grade- completion of projects by deadlines

Classwork Grade- working consistently and using class time

Homework/ Critique Grade- Completing materials that reinforce concepts; analyzing and evaluating artwork through written and verbal responses

### Accommodations/Modifications:

- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible
- Provide demonstration videos for students to reference at their own pace
- Utilize Google Classroom and Google Drive to manage work and materials

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course Unit/Title:</b> <b>Advanced Ceramics &amp; Sculpture</b> Unit 2- Advanced Ceramic, Handbuilding and Surface Manipulation</p>	<p><b>Unit Summary:</b> Students will have the opportunity to master a variety of hand building ceramics techniques. The Elements of Art and Principles of Design will be applied while manipulating clay to achieve a wide range of results. Students will begin combining forms using slab, coil, pinch, and wheel techniques. Surface manipulation and building techniques that will be addressed will include: incising, piercing, molds, textures, stamps, modeling, scoring, slipping. Students will also master attachment techniques such as handles, spouts, and feet. Craftsmanship will be a main focus as students continue to refine their ceramics skills. A focus on studio maintenance, safety procedures, and proper care and storage of ceramics pieces will ensure students develop safe and efficient studio habits.</p>
<p><b>Grade Level(s):</b> 11-12</p>	
<p><b>Essential Question(s):</b></p> <p><b>How does the construction method of a work of art affect its form and/or function?</b></p> <p><b>How can we combine multiple handbuilding techniques to create a cohesive artwork?</b></p> <p><b>How does the manipulation of a clay surface effect the final product?</b></p> <p><b>How can craftsmanship help or hinder the artist's message?</b></p> <p><b>How do artists effectively care for and maintain materials, tools, equipment, and the studio space?</b></p>	<p><b>Enduring Understanding(s):</b></p> <p>Working with clay combines personal expression with form and function.</p> <p>Varied characteristics, tools, and techniques that are specific to clay influence artistic interpretation and execution.</p> <p>Combining various techniques (pinch, slab, coil, and wheel) allows an artist to create more complex and interesting forms.</p> <p>Attachment techniques are essential for creating complex functional pieces, such as tea pots, or sculptural decorative artworks.</p> <p>Proper craftsmanship is fundamental when creating quality works of art.</p>

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**  
**DESCRIBE THE LEARNING TARGETS.**

<b><u>Learning Target</u></b> 1. Apply the Elements of Art and Principles of Design in the creation of unique works of art inspired by cultural, personal, and aesthetic stimuli. 2. Understand the historical and scientific development of ceramics, as well as the cultural influences and purposes. 3. Create works of art using a combination of hand building techniques and surface manipulation methods. 4. Critique works of arts while demonstrating an understanding of aesthetic philosophies, judgment, and analysis.	<b><u>NJSLS:</u></b> 1. VPA.1.1.12.D  2. VPA.1.2.12  3. VPA.1.3.12.D  4. VPA.1.4.12
--	--

**Inter-Disciplinary Connections:**

Math-Measuring skills applied to compositions and in making templates.

History- Discussing styles, time periods, and cultures in connection to meaning and symbolism through exposure to relevant artworks.

Intrapersonal Connections- Allowing the students to incorporate their own creativity, ideas and personality into various works of art using line and shape.

Writing- Having students write during project proposals and during formal critiques to reflect on the work they have created and justify their design decisions.

Science- Investigate how chemical changes affect the visual results of materials when they are combined or are introduced to a temperature change.

**Students will engage with the following text:**

Google Classroom postings and assignments, teacher guided slideshows, videos, handouts, and activities. Exposure to different artists and their work through various visual aids.

**Students will write:**

Analyze artwork, complete critiques based on the concepts and techniques introduced. Responses to “Do Now” or “Warm up” activities reinforcing concepts and vocabulary. Complete comprehensive project proposals.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

#### **Application of Element of Art and Principles of Design**

**Completion of exercises/worksheets**

**Final project outcome**

#### **Critique**

**Verbal**

**Written**

**Vocabulary- Elements of Art and Principles of Design**

**Self-Critique**

**Peer Critique**

**Professional Art Critique**

#### **Art History**

**Viewing Artwork**

**Discussing Artwork**

**Using Reference Materials**

#### **Studio Practice**

**Adhering to Safety procedures**

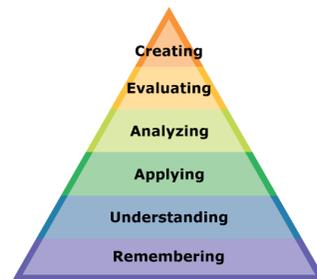
**Keeping the Studio and equipment clean**

#### **Field Trip and Curricular Experiences**

**Museums, Galleries, Studios, and/or Sculpture Gardens**

## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**



### **Formative Assessments:**

Completion of project, skill exercises and activities.  
Teacher/Student project evaluation and conferencing  
Teacher monitored progress  
Management of project completion deadlines

### **Accommodations/Modifications:**

- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible
- Provide demonstration videos for students to reference at their own pace
- Utilize Google Classroom and Google Drive to manage work and materials

### **Summative Assessments:**

Project Rubric (sample located on last page of curriculum)  
Google Forms  
Quizzes  
Reflections and Critiques  
Portfolio

### Accommodations/Modifications:

- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible
- Provide demonstration videos for students to reference at their own pace
- Utilize Google Classroom and Google Drive to manage work and materials

### Performance Assessments:

Project Grade- completion of projects by deadlines

Classwork Grade- working consistently and using class time

Homework/ Critique Grade- Completing materials that reinforce concepts; analyzing and evaluating artwork through written and verbal responses

### Accommodations/Modifications:

- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible
- Provide demonstration videos for students to reference at their own pace
- Utilize Google Classroom and Google Drive to manage work and materials

## **PART I: UNIT RATIONALE**

### **WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?**

<b>Course Unit/Title:</b> Advanced Ceramics & Sculpture Unit 3- Finishing Techniques	<b>Unit Summary:</b> Students will focus on varied finishing techniques and ways the surfaces of materials can be manipulated. Students will investigate the similarities and differences between materials and how material can affect the concept of a work of art. Levels of craftsmanship will become a major component of evaluating how successful a work of art is and how the steps taken to finish a work of art can affect the outcome of the artistic process.
<b>Grade Level(s):</b> 11-12	
<b>Essential Question(s):</b>  How can the surface preparation of a work of art affect how it is perceived?  What can inspire the manipulation of the surface of a work of art and the overall presentation of a piece?  How can artistic processes and treatment of material relate to a specific culture or time period?	<b>Enduring Understanding(s):</b>  Varied characteristics, tools, and techniques that are specific to a material, influence artistic interpretation and execution.  Working with ceramic clay involves and implementation of a concept along with form and function.  Art history allows artists to utilize traditional techniques and blending them with new and developing technologies.

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**  
**DESCRIBE THE LEARNING TARGETS.**

<u>Learning Target</u>	<u>NJSLS:</u>
1. Apply the Elements of Art and Principles of Design in the creation of unique works of art inspired by cultural, personal, and aesthetic stimuli.	1. VPA.1.1.12.D
2. Understand the historical and scientific development of ceramics, as well as the cultural influences and purposes.	2. VPA.1.2.12
3. Create works of art using a combination of hand building techniques and surface manipulation methods.	3. VPA.1.3.12.D
4. Critique works of arts while demonstrating an understanding of aesthetic philosophies, judgment, and analysis.	4. VPA.1.4.12

**Inter-Disciplinary Connections:**

Math-Measuring skills applied to compositions and in making templates.

History- Discussing styles, time periods, and cultures in connection to meaning and symbolism through exposure to relevant artworks.

Intrapersonal Connections- Allowing the students to incorporate their own creativity, ideas and personality into various works of art using line and shape.

Writing- Having students write during project proposals and during formal critiques to reflect on the work they have created and justify their design decisions.

Science- Investigate how chemical changes affect the visual results of materials when they are combined or are introduced to a temperature change.

**Students will engage with the following text:**

Google Classroom postings and assignments, teacher guided slideshows, videos, handouts, and activities. Exposure to different artists and their work through various visual aids.

**Students will write:**

Analyze artwork, complete critiques based on the concepts and techniques introduced. Responses to “Do Now” or “Warm up” activities reinforcing concepts and vocabulary. Complete comprehensive project proposals.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

#### **Application of Element of Art and Principles of Design**

**Completion of exercises/worksheets**

**Final project outcome**

#### **Critique**

**Verbal**

**Written**

**Vocabulary- Elements of Art and Principles of Design**

**Self-Critique**

**Peer Critique**

**Professional Art Critique**

#### **Art History**

**Viewing Artwork**

**Discussing Artwork**

**Using Reference Materials**

#### **Studio Practice**

**Adhering to Safety procedures**

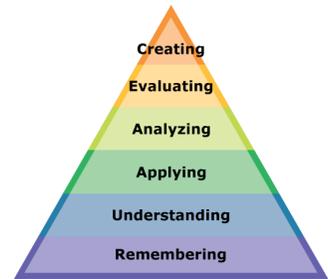
**Keeping the Studio and equipment clean**

#### **Field Trip and Curricular Experiences**

**Museums, Galleries, Studios, and/or Sculpture Gardens**

## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**



### **Formative Assessments:**

Completion of project, skill exercises and activities.  
Teacher/Student project evaluation and conferencing  
Teacher monitored progress  
Management of project completion deadlines

### **Accommodations/Modifications:**

- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible
- Provide demonstration videos for students to reference at their own pace
- Utilize Google Classroom and Google Drive to manage work and materials

### **Summative Assessments:**

Project Rubric (sample located on last page of curriculum)  
Google Forms  
Quizzes  
Reflections and Critiques  
Portfolio

### Accommodations/Modifications:

- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible
- Provide demonstration videos for students to reference at their own pace
- Utilize Google Classroom and Google Drive to manage work and materials

### Performance Assessments:

Project Grade- completion of projects by deadlines

Classwork Grade- working consistently and using class time

Homework/ Critique Grade- Completing materials that reinforce concepts; analyzing and evaluating artwork through written and verbal responses

### Accommodations/Modifications:

- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible
- Provide demonstration videos for students to reference at their own pace
- Utilize Google Classroom and Google Drive to manage work and materials

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course Unit/Title:</b> <b>Advanced Ceramics &amp; Sculpture</b> <b>Unit 4- Sculptural Articulation</b>	<b>Unit Summary:</b> Students will be introduced to the importance of sculptural articulation. They will explore the concept of creating fluidity and continuity in their sculptures, uniting all parts of the sculpture. An articulated form clearly reveals the precise nature of its parts and their relationships to each other and to the whole.
<b>Grade Level(s):</b> <b>11-12</b>	Students will experiment the use of organic versus geometric forms and determine which would be appropriate to successfully express a specific idea, feeling or concept. The understanding of sculptural articulation will be applied in the creation of 3-dimensional sculptures experimenting with various materials with a focus on final presentation. Art History and Critique will be utilized with a focus on sculptural articulation and production.
<b>Essential Question(s):</b>  What is sculpture-in-the-round and relief sculpture?  How is physical and visual balance used to organize and express ideas and create sculptural articulation?  What is an armature and when is it appropriate to use in sculpture?  Why do artists use particular tools and materials to express their ideas?	<b>Enduring Understanding(s):</b>  Sculpture can be either sculpture-in-the-round or relief sculpture in which hard or plastic materials are worked into three-dimensional art forms. Sculpture-in-the-round is meant to be seen from all angles where a relief sculpture is flat on one side, usually meant to hang on a wall and protrude from that flat surface.  Sculptors use space as a way to organize and express their ideas by defining the edges of the sculpture and/or defining its enclosed spaces that form hollow areas of emptiness to create physical and visual balance. It can link separate parts of the sculpture which relate to one another across space creating sculptural articulation.  An armature is the basic form or shape of the structure of a sculpture. It is used to create a foundation for the sculpture. This is a skeletal framework built as a support onto which the sculpture is constructed.  The materials the artist chooses can make a difference upon the idea or concept the finished piece is trying to portray. For example, using found objects or trash as the medium for a piece that is trying to express the importance of global awareness or the importance of recycling could make a bigger impact than just making it out of conventional materials.

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**  
**DESCRIBE THE LEARNING TARGETS.**

<u>Learning Target</u>	<u>NJSLS:</u>
1. Apply the Elements of Art and Principles of Design in the creation of unique works of art inspired by cultural, personal, and aesthetic stimuli.	1. VPA.1.1.12.D
2. Understand the historical and scientific development of ceramics, as well as the cultural influences and purposes.	2. VPA.1.2.12
3. Create works of art using a combination of hand building techniques and surface manipulation methods.	3. VPA.1.3.12.D
4. Critique works of arts while demonstrating an understanding of aesthetic philosophies, judgment, and analysis.	4. VPA.1.4.12

**Inter-Disciplinary Connections:**

Math-Measuring skills applied to compositions and in making templates.

History- Discussing styles, time periods, and cultures in connection to meaning and symbolism through exposure to relevant artworks.

Intrapersonal Connections- Allowing the students to incorporate their own creativity, ideas and personality into various works of art using line and shape.

Writing- Having students write during project proposals and during formal critiques to reflect on the work they have created and justify their design decisions.

Science- Investigate how chemical changes affect the visual results of materials when they are combined or are introduced to a temperature change.

**Students will engage with the following text:**

Google Classroom postings and assignments, teacher guided slideshows, videos, handouts, and activities. Exposure to different artists and their work through various visual aids.

**Students will write:**

Analyze artwork, complete critiques based on the concepts and techniques introduced. Responses to “Do Now” or “Warm up” activities reinforcing concepts and vocabulary. Complete comprehensive project proposals.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

#### **Application of Element of Art and Principles of Design**

**Completion of exercises/worksheets**

**Final project outcome**

#### **Critique**

**Verbal**

**Written**

**Vocabulary- Elements of Art and Principles of Design**

**Self-Critique**

**Peer Critique**

**Professional Art Critique**

#### **Art History**

**Viewing Artwork**

**Discussing Artwork**

**Using Reference Materials**

#### **Studio Practice**

**Adhering to Safety procedures**

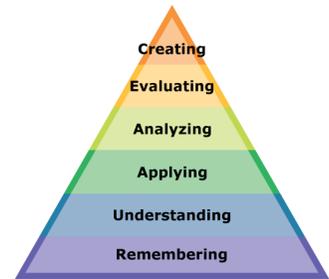
**Keeping the Studio and equipment clean**

#### **Field Trip and Curricular Experiences**

**Museums, Galleries, Studios, and/or Sculpture Gardens**

## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**



### **Formative Assessments:**

Completion of project, skill exercises and activities.  
Teacher/Student project evaluation and conferencing  
Teacher monitored progress  
Management of project completion deadlines

### **Accommodations/Modifications:**

- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible
- Provide demonstration videos for students to reference at their own pace
- Utilize Google Classroom and Google Drive to manage work and materials

### **Summative Assessments:**

Project Rubric (sample located on last page of curriculum)  
Google Forms  
Quizzes  
Reflections and Critiques  
Portfolio

### Accommodations/Modifications:

- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible
- Provide demonstration videos for students to reference at their own pace
- Utilize Google Classroom and Google Drive to manage work and materials

### Performance Assessments:

Project Grade- completion of projects by deadlines

Classwork Grade- working consistently and using class time

Homework/ Critique Grade- Completing materials that reinforce concepts; analyzing and evaluating artwork through written and verbal responses

### Accommodations/Modifications:

- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible
- Provide demonstration videos for students to reference at their own pace
- Utilize Google Classroom and Google Drive to manage work and materials

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course Unit/Title:</b> Advanced Ceramics & Sculpture Unit 5- Advanced Wheel Throwing	<b>Unit Summary:</b>  This unit is designed to provide the students an opportunity to expand on their previous experience with using the potter's wheel to create round ceramic shapes. They will refine and advance their skills by working with increased size and creating production pottery, sets of vessels that are the same size and/or shape. Students will explore combining and altering thrown pieces as well as incorporating hand built pieces to their wheel thrown vessel. Craftsmanship will be a main focus as students continue to refine their wheel throwing skills. A focus on studio maintenance, safety procedures, and proper care and storage of ceramics pieces will ensure students develop safe and efficient studio habits.
<b>Grade Level(s):</b> 11-12	
<b>Essential Question(s):</b>  <b>Why do we study Ceramics and the Potter's wheel?</b>  <b>How can we identify wheel thrown art?</b>  <b>How can students incorporate the potter's wheel and other hand building techniques?</b>  <b>How was art history influenced by the invention of the potter's wheel?</b>	<b>Enduring Understanding(s):</b>  The potter's wheel has been a fixture in creating and perfecting round ceramic shapes since 4500 BCE.  Wheel thrown ceramic vessels are round in shape and can be smooth or carved. They can be decorated through hand building techniques. They can also have the marks of the potter's fingers or hands left of the finished piece.  Coils and other hand built sculptures can be added to the piece as well as combining multiple wheel thrown pieces. Many artist throw the base of a sculpture or basic shape on the potter's wheel with the intention of manipulating it to a different appearance.  Early ceramics were built by the coiling method where the potter had to either turn the vessel while working on it or by walking around it while building. The earliest wheels were turned slowly by hand or by foot. This invention helped to make the production of round ceramic vessels faster and easier to produce.

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**  
**DESCRIBE THE LEARNING TARGETS.**

<u>Learning Target</u>	<u>NJSLS:</u>
1. Apply the Elements of Art and Principles of Design in the creation of unique works of art inspired by cultural, personal, and aesthetic stimuli.	1. VPA.1.1.12.D
2. Understand the historical and scientific development of ceramics, as well as the cultural influences and purposes.	2. VPA.1.2.12
3. Create works of art using a combination of hand building techniques and surface manipulation methods.	3. VPA.1.3.12.D
4. Critique works of arts while demonstrating an understanding of aesthetic philosophies, judgment, and analysis.	4. VPA.1.4.12

**Inter-Disciplinary Connections:**

**Math-**Measuring skills applied to compositions and in making templates.

**History-** Discussing styles, time periods, and cultures in connection to meaning and symbolism through exposure to relevant artworks.

**Intrapersonal Connections-** Allowing the students to incorporate their own creativity, ideas and personality into various works of art using line and shape.

**Writing-** Having students write during project proposals and during formal critiques to reflect on the work they have created and justify their design decisions.

**Science-** Investigate how chemical changes affect the visual results of materials when they are combined or are introduced to a temperature change.

**Students will engage with the following text:**

Google Classroom postings and assignments, teacher guided slideshows, videos, handouts, and activities. Exposure to different artists and their work through various visual aids.

**Students will write:**

Analyze artwork, complete critiques based on the concepts and techniques introduced. Responses to “Do Now” or “Warm up” activities reinforcing concepts and vocabulary. Complete comprehensive project proposals.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

#### **Application of Element of Art and Principles of Design**

**Completion of exercises/worksheets**

**Final project outcome**

#### **Critique**

**Verbal**

**Written**

**Vocabulary- Elements of Art and Principles of Design**

**Self-Critique**

**Peer Critique**

**Professional Art Critique**

#### **Art History**

**Viewing Artwork**

**Discussing Artwork**

**Using Reference Materials**

#### **Studio Practice**

**Adhering to Safety procedures**

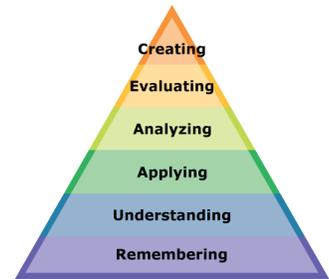
**Keeping the Studio and equipment clean**

#### **Field Trip and Curricular Experiences**

**Museums, Galleries, Studios, and/or Sculpture Gardens**

## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**



### **Formative Assessments:**

Completion of project, skill exercises and activities.  
Teacher/Student project evaluation and conferencing  
Teacher monitored progress  
Management of project completion deadlines

### **Accommodations/Modifications:**

- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible
- Provide demonstration videos for students to reference at their own pace
- Utilize Google Classroom and Google Drive to manage work and materials

### **Summative Assessments:**

Project Rubric (sample located on last page of curriculum)  
Google Forms  
Quizzes  
Reflections and Critiques  
Portfolio

### Accommodations/Modifications:

- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible
- Provide demonstration videos for students to reference at their own pace
- Utilize Google Classroom and Google Drive to manage work and materials

### Performance Assessments:

Project Grade- completion of projects by deadlines

Classwork Grade- working consistently and using class time

Homework/ Critique Grade- Completing materials that reinforce concepts; analyzing and evaluating artwork through written and verbal responses

### Accommodations/Modifications:

- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible
- Provide demonstration videos for students to reference at their own pace
- Utilize Google Classroom and Google Drive to manage work and materials

## Sample Visual Art Grading Rubric

	<b>Level 1</b> -Incomplete -No planning -Materials/ equipment used inappropriately -Poor communication of ideas	<b>Level 2</b> -Partially complete and lack of understandin g -Little planning -Inadequate use of materials and equipment - Unoriginal ideas	<b>Level 3</b> -Complete and meeting minimal requirements -Satisfactory planning -Adequate use of materials/ equipment -Has some unique features	<b>Level 4</b> -Average understanding of elements & principles -Some detail and care -Original ideas -Appropriate use of materials/ equipment	<b>Level 5</b> -Above average understanding of elements & principles -Neat, clean, pristine. -Could push concepts/ originality further -Appropriate use of materials/ equipment	<b>Level 6</b> -Professional level understanding of elements & principles -Neat, clean, pristine. -Advanced understanding of concepts/ originality -Appropriate use of materials/ equipment
<b>Visual Elements &amp; Principles of Design</b> Careful planning, effective use of elements and principles						
<b>Craftsmanship &amp; Neatness</b> Neat, Clean, Pristine. Project is detailed and carefully made						
<b>Creativity &amp; Originality</b> Design is unique. Experimentation and risk taking						
<b>Use of Materials</b> Shows respect for materials and facility						