

Ceramics & Sculpture

Course of Study

Black Horse Pike Regional School District

Department: Fine Art

Prepared by: Keith Kozak, Jeannette Fleming & Alyson Smith

Approved by: Glenn Smith

CERAMICS & SCULPTURE
SYLLABI

Unit 1: Elements of Art and Principles of Design, Critique and Art History.

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

Unit 2: Basic Hand Building

Slab Relief
Pinch Pots
Coil Vessel
Slab Container
Mugs, Handles, and Attachments

Unit 3– Relief Sculpture

Additive Sculpture/Building
Cardboard
Metal foiling
Paper
Recycled Materials/Found objects
Assemblage
Subtractive Sculpture/Carving
Eraser carving
Soap carving
Wood
Tile/ceramic
Balsa Foam or other types of foam

Unit 4– Sculpture in the Round

Armature/Structure building
Plaster
Paper Mache
Cardboard
Wire

Wire Mesh
Balsa foam
Recycled Materials/Found objects
Assemblage
Objects from nature

Unit 5- Wheel Throwing

Completion of wheel throwing exercises/worksheets
Cylinder Construction and Manipulation
Technique practice
Centering
Vessel Construction
Trimming
Glazing

CORE SKILLS

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

- Art Design and Digital production** – The process of making and printing 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.

COURSE DESCRIPTION

Ceramics & Sculpture – 5 Credits, Grade 10-12

Ceramics and Sculpture is a Fine Arts course that addresses the Elements and Principles of Design and how they can be manipulated to create three dimensional works of art. The processes used to manipulate clay, plaster, wire, and other sculptural materials will be covered through this course. All the necessary tools will be provided to work with additive and subtractive techniques. The history of sculpture and its impact on the Arts will be addressed, in addition to formal critiquing methods to be able to write and talk about personal and well known works of art. This course allows students to create original sculptures that communicate personal ideas, while demonstrating composition and aesthetic qualities tied back to the Elements and Principles of Design.

GRADING SCALE

Projects	Classwork / Exercises	Critique/Evaluation	Homework/References/ Prep	Total
50%	30%	10%	10%	=100%
<p>Total # of points earned on projects</p> <hr/> <p># of assignments</p> <p>The final grades for all Projects are worth 50% of total grade for the Marking Period.</p>	<p>Each Week you will be given a possibility of 10 points a day. If you choose not to work 10 points a day will be deducted from your class work grade.</p> <p>The final Class Work grade is worth 30% of total grade for the Marking Period.</p>	<p>Total # of points earned on critiques/evaluations</p> <hr/> <p># of assignments</p> <p>The final Critique grade is worth 10% of total grade for the Marking Period.</p>	<p>Total # of points earned on homework/references/prep</p> <hr/> <p># of assignments</p> <p>The final Homework Grade is worth 10% of total grade for the Marking Period.</p>	

Black Horse Pike Regional School District

Ceramics & Sculpture Curriculum

ENGAGING STUDENTS

21ST CENTURY GLOBAL SKILLS CULTIVATING 2

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Ceramics & Sculpture Unit 1: Elements of Art and Principles of Design, Critique and Art History.</p>	<p>Unit Summary: Students will be introduced to various techniques, mediums and applications of Ceramics & Sculpture. Students will be introduced to the Elements of Art and Principles of Design that will be applied in the creation of various 3-dimensional projects. Art History and Critique will be introduced with a focus on 3-D Art, the Elements of Art, and Principles of Design.</p>
<p>Grade Level(s): 10-12</p>	
<p>Essential Question(s): In what ways have 3-D Art forms been used in art throughout history? How does planning transition into the execution of a finished piece?</p>	<p>Enduring Understanding(s): The Elements of Art and Principles of Design are the foundation on which all art is made. Critique is a crucial part of analyzing artwork in order to improve and grow as an artist. Art History helps artists learn from previous artists and to be inspired.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>1. Create different types of 3-D Art based on the Elements of Art and Principles of Design.</p>	<p>1. 1.3.12.D.1,2</p>
<p>2. Define and identify different characteristics of form and function or 3-D Artwork.</p>	<p>2. 1.2.12.A.1 1.3.12.D.5</p>
<p>3. Building vocabulary associated with creating and analyzing artwork.</p>	<p>3. 1.4.12.B.1</p>

Inter-Disciplinary Connections:

Math-Incorporate rulers while measuring compositions and in making templates.
History- Introduce Art styles, 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 formal critiques to have them reflect on the work they have created and justify their design decisions.

Students will engage with the following text:

Various teacher guided Power Points, worksheets and activities. Exposure to different artists and their work through various visual aids.

Students will write:

Analyze artwork and write critiques based on the concepts and techniques introduced.
Responses to “Do Now” or “Warm up” activities reinforcing concepts and vocabulary.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Application of Element of Art and Principles of Design

Completion of exercises/worksheets

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

ART IV: EVIDENCE OF LEARNING

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

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Completion of project, skill exercises and activities.

Teacher/Student project evaluation

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

Summative Assessments:

Project Rubric (located on last page of curriculum)

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

Performance Assessments:

Project Grade- completion of projects by deadlines

Critique Grade- Analyzing and evaluation artwork through written and verbal responses

Homework and Quiz Grade- completing materials that reinforce concepts

Classwork Grade- working consistently and using time wisely in class

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

Black Horse Pike Regional School District

Ceramics & Sculpture Curriculum

ENGAGING STUDENTS

21ST CENTURY GLOBAL SKILLS CULTIVATING 2

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Ceramics & Sculpture Unit 2: Basic Hand Building</p>	<p>Unit Summary: Students will be introduced to a variety of hand building Ceramics techniques. Students will apply the Elements of Art and Principles of Design while manipulating clay to achieve a wide range of results. Hand building techniques that will be addressed will include: slab, pinch, coil, building up, incising, piercing, scoring, slipping, and surface treatment. Students will also master maintaining clay wetness and finishing techniques after the clay has been fired.</p>
<p>Grade Level(s): 10-12</p>	
<p>Essential Question(s): How does the construction method of a work of art affect its form and/or function? What can be created in clay by only manipulating it by hand?</p>	<p>Enduring Understanding(s): Working with clay combines personal expression with form and function. Varied characteristics, tools, and techniques that are specific to clay influence artistic interpretation and execution.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>1. Create works of art using slab, pinch, coil, building up, incising, piercing, scoring, slipping, and surface treatment.</p>	<p>1. 1.3.12.D.1</p>
<p>2. Apply the Elements of Art and Principles of Design in the creation of unique works of art inspired by cultural, personal, and aesthetic stimuli.</p>	<p>2. 1.1.12.D.1</p>
<p>3. Utilize vocabulary and proper studio habits through the planning, construction, finishing, and critiquing stages of the hand building process.</p>	<p>3. 1.4.12.A.2</p>

Inter-Disciplinary Connections:

Math-Incorporate rulers while measuring compositions and in making templates.
History- Introduce Art styles, 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 formal critiques to have them reflect on the work they have created and justify their design decisions.

Students will engage with the following text:

Teacher guided presentations, handouts, sketches, and activities. Exposure to artists from different cultures and time periods through various visual aids.

Students will write:

Analyze personal and professional artwork through formal critiques based on the concepts and techniques introduced in conjunction with the Elements of Art and Principles of Design.
Responses to “Do Now” or “Warm up” activities reinforcing concepts and vocabulary.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

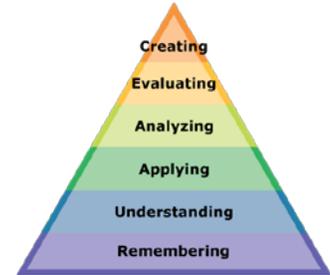
How will students uncover content and build skills.

Suggest Projects that use identified skills
Slab Relief
Pinch Pots
Coil Vessel
Slab Container
Mugs, Handles, and Attachments

PART IV: EVIDENCE OF LEARNING

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

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Completion of project, skill exercises, and activities
Teacher/Student project evaluation
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

Summative Assessments:

Project Rubric

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

Performance Assessments:

Project Grade- completion of projects by deadlines following criteria outlined in project rubric
Critique Grade- Analyzing and evaluation artwork through written and verbal responses
Homework and Quiz Grade- completing materials that reinforce concepts
Classwork Grade- working consistently and using time wisely in class

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
- Grade content and mechanics separately for writing assignments.
- 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

Black Horse Pike Regional School District

Ceramics & Sculpture Curriculum

ENGAGING STUDENTS

CENTURY GLOBAL SKILLS CULTIVATING 21ST

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Ceramics & Sculpture Unit 3– Relief Sculpture	Unit Summary: Students will be introduced to various techniques, mediums and applications of Ceramics & Sculpture in regard to Relief Sculpture. The understanding of the Elements of Art and Principles of Design will be applied in the creation of various relief sculptures. Art History and Critique will be utilized with a focus on relief.
Grade Level(s): 10-12	
Essential Question(s): What is a relief sculpture? What is the difference between positive and negative sculpting?	Enduring Understanding(s): Relief sculptures are 3-dimensional forms that are meant to be viewed from only one angle. They are usually hung on walls for display. Negative sculpting (carving) could be used to create a relief sculpture as well as positive sculpting (building) depending on the materials used. Art History helps the artist learn from previous artist and to be inspired.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Create different types of relief sculptures based on the Elements of Art and Principles of Design.	1. 1.3.12.D.1
2. Define and identify different characteristics of positive and negative sculpting of relief sculptures.	2. 1.1.12.D.1
3. Build vocabulary associated with creating and analyzing artwork.	3. 1.4.12.A.2

Inter-Disciplinary Connections:

Math-Incorporate rulers while measuring compositions and in making templates.

History- Introduce Art styles, 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 formal critiques to have them reflect on the work they have created and justify their design decisions.

Students will engage with the following text:

Various teacher guided Power points, worksheets and activities. Exposure to different artists and their work through various visual aids.

Students will write:

Analyze artwork and write critiques based on the concepts and techniques introduced.

Responses to “Do Now” or “Warm up” activities reinforcing concepts and vocabulary.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Relief Sculpture

Suggested Materials and Techniques

Positive Sculpture/Building

Cardboard

Metal foiling

Paper

Recycled Materials/Found objects

Assemblage

Negative Sculpture/Carving

Eraser carving

Soap carving

Wood

Tile/ceramic

Balsa Foam or other types of foam

PART IV: EVIDENCE OF LEARNING

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

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Completion of project, skill exercises and activities.

Teacher/Student project evaluation

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
- Grade content and mechanics separately for writing assignments.
- 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

Summative Assessments:

Project Rubric (located on last page of curriculum)

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
- Grade content and mechanics separately for writing assignments.
- 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

Performance Assessments:

Project Grade- completion of projects by deadlines

Critique Grade- Analyzing and evaluation artwork through written and verbal responses

Homework and Quiz Grade- completing materials that reinforce concepts

Classwork Grade- working consistently and using time wisely in class

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
- Grade content and mechanics separately for writing assignments.
- 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

Black Horse Pike Regional School District

Ceramics & Sculpture Curriculum

ENGAGING STUDENTS

21ST CENTURY GLOBAL SKILLS CULTIVATING 2

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Ceramics & Sculpture Unit 4– Sculpture in the Round	Unit Summary: Students will be introduced to various techniques, mediums and applications of Ceramics & Sculpture in regard to sculpture in the round. The understanding of the Elements of Art and Principles of Design will be applied in the creation of various 3-dimensional sculptures in the round. Art History and Critique will be utilized with a focus on sculpture in the round. Students will create functional and non-functional art forms.
Grade Level(s): 10-12	
Essential Question(s): What is sculpture in the round? What is the difference between functional and non-functional art?	Enduring Understanding(s): Sculpture in the round is a 3-dimensional form that could be seen and enjoyed from all sides. Functional art is artwork that could be used for a purpose and has a function besides just being ornamental. Non-functional art is artwork that is made to be displayed and has no other purpose. Art History helps the artist learn from previous artist and to be inspired.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Create different types of sculpture in the round based on the Elements of Art and Principles of Design.	1. 1.3.12.D.1,2
2. Define and identify different characteristics of form and function of 3-D Artwork.	2. 1.1.12.D.1 1.2.12.A.1
3. Build vocabulary associated with creating and analyzing artwork.	3. 1.4.12.A.2

Inter-Disciplinary Connections:

Math-Incorporate rulers while measuring compositions and in making templates.

History- Introduce Art styles, 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 formal critiques to have them reflect on the work they have created and justify their design decisions.

Students will engage with the following text:

Various Teacher guided Power Points, worksheets and activities. Exposure to different artists and their work through various visual aids.

Students will write:

**Analyze artwork and write critiques based on the concepts and techniques introduced.
Responses to “Do Now” or “Warm up” activities reinforcing concepts and vocabulary.**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Sculpture in the Round

Suggested Materials and Techniques

Armature/Structure building

Plaster

Paper Mache

Cardboard

Wire

Wire Mesh

Balsa foam

Recycled Materials/Found objects

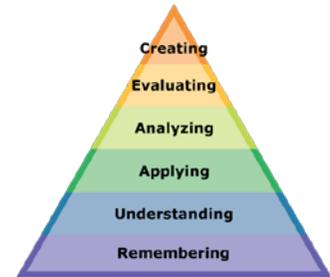
Assemblage

Objects from nature

PART IV: EVIDENCE OF LEARNING

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

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Completion of project, skill exercises and activities.

Teacher/Student project evaluation

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
- Grade content and mechanics separately for writing assignments.
- 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

Summative Assessments:

Project Rubric (located on last page of curriculum)

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
- Grade content and mechanics separately for writing assignments.
- 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

Performance Assessments:

Project Grade- completion of projects by deadlines
Critique Grade- Analyzing and evaluation artwork through written and verbal responses
Homework and Quiz Grade- completing materials that reinforce concepts
Classwork Grade- working consistently and using time wisely in class

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
- Grade content and mechanics separately for writing assignments.
- 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

Black Horse Pike Regional School District

Ceramics & Sculpture Curriculum

ENGAGING STUDENTS

21ST CENTURY GLOBAL SKILLS CULTIVATING 2

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Unit 5- Wheel Throwing	Unit Summary: This unit is designed to teach students to understand the potter's wheel and the fundamentals of circular tools. They will learn the value and importance of the potter's wheel and its place in the Art History and sculpture development. They will experience a studio art class with Art History images and lessons, equipment and tool training, safety training, firing process, glazing procedure and critique process.
Grade Level(s): 10-12	
Essential Question(s): <ul style="list-style-type: none">· Why do we study Ceramics and the potter's wheel?· How can we identify wheel thrown art?· How can students incorporate the potter's wheel and other hand building techniques?· How was art history influenced by the use and invention of the potter's wheel?· In what ways has the potter's wheel affected different cultures?	Enduring Understanding(s): <ul style="list-style-type: none">· 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 on the finished piece.· Coils and other hand built sculptures can be added to the piece with the use of scoring and slipping. Also patterns, or texture could be imprinted on to the piece. Many artists throw the base of a sculpture or basic shape on the potter's wheel with the intention of manipulating it to and different appearance.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Create different types of 3-D Art based on the Elements of Art and Principles of Design.	1. 1.3.12.D.1,2
2. Define and identify different characteristics of form and function or 3-D Artwork.	2. 1.2.12.A.1 1.3.12.D.5
3. Building vocabulary associated with creating and analyzing artwork.	3. 1.4.12.B.1

Inter-Disciplinary Connections:

Math-Incorporate rulers while measuring compositions and in making templates.

History- Introduce Art styles, 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 formal critiques to have them reflect on the work they have created and justify their design decisions.

Students will engage with the following text:

Various teacher guided Power points, worksheets and activities. Exposure to different artists and their work through various visual aids.

Students will write:

Analyze artwork and write critiques based on the concepts and techniques introduced.
Responses to "Do Now" or "Warm up" activities reinforcing concepts and vocabulary.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Suggested Projects

- Completion of wheel throwing exercises/worksheets**
- Cylinder Construction and Manipulation**
- Technique practice**
- Centering**
- Vessel Construction**
- Trimming**
- Glazing**

Studio Practice

- Adhering to Safety procedures**
- Keeping the Studio and equipment clean**

PART IV: EVIDENCE OF LEARNING

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

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Completion of project, skill exercises and activities.**
- Teacher/Student project evaluation**
- 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
- Grade content and mechanics separately for writing assignments.
- 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

Summative Assessments:

Project Rubric (located on last page of curriculum)

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
- Grade content and mechanics separately for writing assignments.
- 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

Performance Assessments:

Project Grade- completion of projects by deadlines
Critique Grade- Analyzing and evaluation artwork through written and verbal responses
Homework and Quiz Grade- completing materials that reinforce concepts
Classwork Grade- working consistently and using time wisely in class

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
- Grade content and mechanics separately for writing assignments.
- 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

Name: _____ Date: _____

Visual Art Grading Rubric

	Level 1 - Incomplete - No Planning Materials/Equipment used inappropriately. -Poor communication of ideas.	Level 2 - Partially Complete and Lack of Understanding -Little Planning -Inadequate use of materials/equipment and materials. -Unoriginal ideas	Level 3 -Complete & meeting minimum requirements. - Satisfactory Planning - Adequate use of materials/equipment. -Has some unique features	Level 4 -Average understanding of elements & principles. - Some detail and care. - Original ideas - Appropriate use of materials/equipment	Level 5 -Above average understanding of elements & principles. -Neat, Clean, Pristine. -Could push concepts/originality further. - Appropriate use of materials/equipment	Level 6 -Professional level understanding of elements & principles. -Neat, Clean, Pristine -Advanced understanding of concepts/originality - Appropriate use of materials/equipment
Visual Elements & Principles of Design Careful planning. Effective use of elements and principles.						
Craftsmanship & Neatness Neat, Clean, Pristine. Project is detailed and carefully made.						
Creativity & Originality Design is unique. Pattern or unique application. Experimentation and risk taking.						
Use of Materials Shows respect for materials and facility.						