

# Ceramics and Sculpture I

## 2022-2023

Updated 8/10/2022

Black Horse Pike Regional School District

Department: Fine Art

Prepared by: Keith Kozak & Alyssa Hurst

### Course Description:

Ceramics & Sculpture I – 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 of Art and Principles of Design.

### 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.**

**Unit Overview:**

**Unit 1: Basic Hand Building**

Slab Relief  
Pinch Pots  
Coil Vessel  
Slab Container  
Mugs, Handles, and Attachments  
Surface Manipulation  
Glazing  
Elements of Art/Principles of Design  
Self/Peer Critique  
Viewing/Discussing Artwork  
Using Reference Materials  
Studio Practice  
Safety

**Unit 2– Relief Sculpture**

Additive Sculpture

Cardboard  
Metal Foiling  
Paper  
Recycled Materials/Found Objects  
Assemblage

Subtractive Sculpture

Eraser/Soap Carving  
Wood  
Tile/Ceramic  
Balsa Foam

Elements of Art/Principles of Design  
Self/Peer Critique  
Viewing/Discussing Artwork  
Using Reference Materials  
Studio Practice  
Safety

**Unit 3– Sculpture in the Round**

Armature/Structure Building  
Plaster  
Paper Mache  
Cardboard  
Wire  
Wire Mesh  
Balsa Foam  
Recycled Materials/Found Objects  
Assemblage  
Objects from Nature  
Elements of Art/Principles of Design  
Self/Peer Critique  
Viewing/Discussing Artwork  
Using Reference Materials  
Studio Practice  
Safety

**Unit 4- Wheel Throwing**

Wheel and Tool Maintenance  
Centering  
Pulling Walls  
Cylinder Construction and Manipulation  
Trimming  
Glazing  
Elements of Art/Principles of Design  
Self/Peer Critique  
Viewing/Discussing Artwork  
Using Reference Materials  
Studio Practice  
Safety

# Ceramics and Sculpture I Curriculum Map, Unit 1

QUICK GUIDE: [Standards for Learning](#); [Accommodations and Modifications](#)

## Unit Summary: Basic Handbuilding

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, appliqué, incising, piercing, scoring, slipping, and various surface treatment methods. Students will also maintain a studio space and use discipline specific tools and materials. Students also explore traditional and non-traditional ceramic finishing techniques that can be applied to bisqueware. Art history and critique will be introduced with a focus on the analysis of three-dimensional work.

## Essential Questions:

*These questions establish inquiry to unify the unit's assignments and assessments.*

**How does the construction process of a work of art affect its form and/or function?**

**What can be created in clay by only manipulating it by hand?**

**In what ways have ceramic forms of art been used throughout history?**

**How does the study and analysis of historical work impact the planning, execution, and presentation of a sculpture?**

## Assessments:

### Summative/Performance Assessments

**Projects/Major Assessments = 50%**

### Formative Assessments

**Participation/Classwork = 30%**

**Homework/Critique/Quizzes = 20%**

[General Project Rubric](#)

STANDARDS for Learning Targets

Creating	Performing/Presenting/Producing	Responding	Connecting
<p><b>Students will plan, prepare, then create a body of work. Lessons will build upon one another to support the acquisition and development of skills.</b></p> <p><b>1.5.12acc.Cr1a:</b> Individually and collaboratively formulate new creative problems based on student’s existing artwork.</p> <p><b>1.5.12acc.Cr1b:</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p><b>1.5.12acc.Cr2a:</b> Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>1.5.12acc.Cr2c:</b> Redesign an object, system, place, or design in response to contemporary issues.</p> <p><b>1.5.12acc.Cr3a:</b> Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p><b>1.2.12prof.Cr1b:</b> Organize and design artistic ideas for media arts productions.</p> <p><b>1.2.12prof.Cr1d:</b> Apply aesthetic criteria in developing, refining and proposing media arts artwork.</p> <p><b>1.2.12acc.Cr1c:</b> Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.</p> <p><b>1.2.12prof.Cr2c:</b> Apply aesthetic criteria in developing, refining and proposing media arts artwork.</p> <p><b>1.2.12acc.Cr2b:</b> Critique plans, prototypes, constraint of resources, and production</p>	<p><b>Throughout the creative process, students will be assessing their progress and refining their work. Students will participate in independent and collaborative in-process critiques, giving them opportunities to reassess and move forward.</b></p> <p><b>1.5.12acc.Pr5a:</b> Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</p> <p><b>1.5.12prof.Pr6a:</b> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings</p> <p><b>1.2.12prof.Cr3b:</b> Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.</p> <p><b>1.2.12acc.Cr3a:</b> Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.</p> <p><b>1.2.12acc.Cr3b:</b> Demonstrate an understanding of media art principles through a selection of tools and production processes.</p>	<p><b>Students will assess their work, the work of peers, and exemplary works of art. They will apply criteria to formulate judgements on the effectiveness of works of art.</b></p> <p><b>1.5.12acc.Re7a:</b> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p><b>1.5.12acc.Re7b:</b> Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</p> <p><b>1.5.12acc.Re8a:</b> Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p><b>1.5.12acc.Re9a:</b> Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p><b>1.2.12prof.Re7a:</b> Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.</p> <p><b>1.2.12acc.Re8a:</b> Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.</p> <p><b>1.2.12prof.Re9a:</b> Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals</p>	<p><b>Students will synthesize and relate knowledge and personal experiences to create products</b></p> <p><b>1.5.12acc.Cn10a:</b> Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</p> <p><b>1.5.12acc.Cn11a:</b> 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.</p> <p><b>1.2.12acc.Cn10a:</b> Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.</p> <p><b>1.2.12acc.Cn10b:</b> Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.</p> <p><b>1.2.12adv.Cn11a:</b> Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.</p>

processes considering purposeful and expressive artistic intention and personal aesthetic.

**1.2.12adv.Cr2b:** Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.

## [Visual and Performing Arts NJSL Standards 2020](#)

### [Interdisciplinary Standards](#)

### [Career Ready Practice Standards](#)

#### Accommodations and Modifications for Curriculum Implementation

##### **Black Horse Pike Accommodations and Modifications**

- [General Education](#)
- [Special Education](#)
- [504 Students](#)
- [ELL Students](#)
- [At Risk Students](#)
- [Gifted and Talented](#)

to [Standards for Learning](#)

# Ceramics and Sculpture I Curriculum Map, Unit 2

QUICK GUIDE: [Standards for Learning](#); [Accommodations and Modifications](#)

## Unit Summary: Relief Sculpture

Students will be introduced to various techniques, mediums and applications related to relief sculpture. The understanding of the Elements of Art and Principles of Design will be applied in the creation of sculptures using a range of high and low relief. Students will also maintain a studio space and use discipline specific tools and materials. Students will further explore traditional and non-traditional ceramic finishing techniques that can be applied to bisqueware. Art history and critique will be introduced with a focus on the analysis of how relief is used in sculptural work. .

## Essential Questions:

*These questions establish inquiry to unify the unit's assignments and assessments.*

**What is a relief sculpture?**

**What is the difference between additive and subtractive sculpting?**

**In what ways has relief been used in sculptural forms throughout history?**

**How does the study and analysis of historical work impact the planning, execution, and presentation of a sculpture?**

## Assessments:

### Summative/Performance Assessments

**Projects/Major Assessments = 50%**

### Formative Assessments

**Participation/Classwork = 30%**

**Homework/Critique/Quizzes = 20%**

[General Project Rubric](#)

## STANDARDS for Learning Targets

Creating	Performing/Presenting/Producing	Responding	Connecting
Students will plan, prepare, then create a	Throughout the creative process, students	Students will assess their work, the	Students will synthesize and relate

**body of work. Lessons will build upon one another to support the acquisition and development of skills.**

**1.5.12acc.Cr1a:** Individually and collaboratively formulate new creative problems based on student's existing artwork.

**1.5.12acc.Cr1b:** Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

**1.5.12acc.Cr2a:** Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

**1.5.12acc.Cr2c:** Redesign an object, system, place, or design in response to contemporary issues.

**1.5.12acc.Cr3a:** Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

**1.2.12prof.Cr1b:** Organize and design artistic ideas for media arts productions.

**1.2.12prof.Cr1d:** Apply aesthetic criteria in developing, refining and proposing media arts artwork.

**1.2.12acc.Cr1c:** Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.

**1.2.12prof.Cr2c:** Apply aesthetic criteria in developing, refining and proposing media arts artwork.

**1.2.12acc.Cr2b:** Critique plans, prototypes, constraint of resources, and production

**will be assessing their progress and refining their work. Students will participate in independent and collaborative in-process critiques, giving them opportunities to reassess and move forward.**

**1.5.12acc.Pr5a:** Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

**1.5.12prof.Pr6a:** Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings

**1.2.12prof.Cr3b:** Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.

**1.2.12acc.Cr3a:** Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.

**1.2.12acc.Cr3b:** Demonstrate an understanding of media art principles through a selection of tools and production processes.

**work of peers, and exemplary works of art. They will apply criteria to formulate judgements on the effectiveness of works of art.**

**1.5.12acc.Re7a:** Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

**1.5.12acc.Re7b:** Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

**1.5.12acc.Re8a:** Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

**1.5.12acc.Re9a:** Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

**1.2.12prof.Re7a:** Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.

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**1.2.12prof.Re9a:** Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals

**knowledge and personal experiences to create products**

**1.5.12acc.Cn10a:** Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

**1.5.12acc.Cn11a:** 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.

**1.2.12acc.Cn10a:** Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.

**1.2.12acc.Cn10b:** Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.

**1.2.12adv.Cn11a:** Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.

processes considering purposeful and expressive artistic intention and personal aesthetic.

**1.2.12adv.Cr2b:** Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.

## [Visual and Performing Arts NJSLs 2020](#)

### [Interdisciplinary Standards](#)

### [Career Ready Practice Standards](#)

#### Accommodations and Modifications for Curriculum Implementation

##### **Black Horse Pike Accommodations and Modifications**

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to [Standards for Learning](#)



# Ceramics and Sculpture I Curriculum Map, Unit 3

QUICK GUIDE: [Standards for Learning](#); [Accommodations and Modifications](#)

## Unit Summary: Sculpture in the Round

Students will be introduced to various techniques, mediums and applications related to sculpture in the round. The understanding of the Elements of Art and Principles of Design will be applied in the creation of various functional and non-functional three-dimensional sculptures that are designed to be viewed in the round. Students will also maintain a studio space and use discipline specific tools and materials. Students will further explore traditional and non-traditional ceramic finishing techniques that can be applied to bisqueware. Art history and critique will be introduced with a focus on the analysis of sculptural work, the space they occupy, and their relationship to the viewer.

## Essential Questions:

*These questions establish inquiry to unify the unit's assignments and assessments.*

**What is sculpture in the round?**

**What is the difference between functional and non-functional art?**

**Can the form of a work of art affect the function of the piece?**

**How have sculptures that were designed to be viewed in the round been used throughout history?**

**How does the study and analysis of historical work impact the planning, execution, and presentation of a sculpture?**

## Assessments:

### Summative/Performance Assessments

**Projects/Major Assessments = 50%**

### Formative Assessments

**Participation/Classwork = 30%**

**Homework/Critique/Quizzes = 20%**

[General Project Rubric](#)

## STANDARDS for Learning Targets

### **Creating**

Students will plan, prepare, then create a

### **Performing/Presenting/Producing**

Throughout the creative process, students

### **Responding**

Students will assess their work, the

### **Connecting**

Students will synthesize and relate

**body of work. Lessons will build upon one another to support the acquisition and development of skills.**

**1.5.12acc.Cr1a:** Individually and collaboratively formulate new creative problems based on student's existing artwork.

**1.5.12acc.Cr1b:** Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

**1.5.12acc.Cr2a:** Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

**1.5.12acc.Cr2c:** Redesign an object, system, place, or design in response to contemporary issues.

**1.5.12acc.Cr3a:** Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

**1.2.12prof.Cr1b:** Organize and design artistic ideas for media arts productions.

**1.2.12prof.Cr1d:** Apply aesthetic criteria in developing, refining and proposing media arts artwork.

**1.2.12acc.Cr1c:** Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.

**1.2.12prof.Cr2c:** Apply aesthetic criteria in developing, refining and proposing media arts artwork.

**1.2.12acc.Cr2b:** Critique plans, prototypes, constraint of resources, and production

**will be assessing their progress and refining their work. Students will participate in independent and collaborative in-process critiques, giving them opportunities to reassess and move forward.**

**1.5.12acc.Pr5a:** Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

**1.5.12prof.Pr6a:** Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings

**1.2.12prof.Cr3b:** Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.

**1.2.12acc.Cr3a:** Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.

**1.2.12acc.Cr3b:** Demonstrate an understanding of media art principles through a selection of tools and production processes.

**work of peers, and exemplary works of art. They will apply criteria to formulate judgements on the effectiveness of works of art.**

**1.5.12acc.Re7a:** Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

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**knowledge and personal experiences to create products**

**1.5.12acc.Cn10a:** Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

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**1.2.12adv.Cn11a:** Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.

processes considering purposeful and expressive artistic intention and personal aesthetic.

**1.2.12adv.Cr2b:** Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.

**[Visual and Performing Arts NJSLs 2020](#)**

**[Interdisciplinary Standards](#)**

**[Career Ready Practice Standards](#)**

Accommodations and Modifications for Curriculum Implementation

**Black Horse Pike Accommodations and Modifications**

- [General Education](#)
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to **[Standards for Learning](#)**

# Ceramics and Sculpture I Curriculum Map, Unit 4

QUICK GUIDE: [Standards for Learning](#); [Accommodations and Modifications](#)

## Unit Summary: Wheel Throwing

This unit is designed to teach students to understand the potter's wheel and the fundamentals of turning tools. This unit will cover the value and importance of the potter's wheel and its place in the Art History and sculpture development. A studio experience will be provided that addresses equipment, tools, safety, and the fundamental steps to wheel throwing. Students will be introduced to various techniques that can be modified to best suit their level of understanding. Elements of Art and Principles of Design will be applied in the creation of wheel thrown work. Students will also maintain a studio space and use discipline specific tools and materials. Students will further explore traditional and non-traditional ceramic finishing techniques that can be applied to bisqueware. Art history and critique will be introduced with a focus on the analysis of wheel thrown work and their function..

## Essential Questions:

*These questions establish inquiry to unify the unit's assignments and assessments.*

**How does a potter's wheel work?**

**How did the technological development of the potter's wheel affect artistic processes throughout history?**

**How can hand building skills benefit in the production of wheel thrown work?**

**How does the study and analysis of historical work, equipment, and tools impact the planning, execution, and presentation of a wheel thrown work of art?**

## Assessments:

### Summative/Performance Assessments

**Projects/Major Assessments = 50%**

### Formative Assessments

**Participation/Classwork = 30%**

**Homework/Critique/Quizzes = 20%**

### [General Project Rubric](#)

## STANDARDS for Learning Targets

Creating	Performing/Presenting/Producing	Responding	Connecting
Students will plan, prepare, then create a body of work. Lessons will build upon one	Throughout the creative process, students will be assessing their progress and refining	Students will assess their work, the work of peers, and exemplary works of	Students will synthesize and relate knowledge and personal experiences

**another to support the acquisition and development of skills.**

**1.5.12acc.Cr1a:** Individually and collaboratively formulate new creative problems based on student's existing artwork.

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**1.2.12acc.Cr1c:** Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.

**1.2.12prof.Cr2c:** Apply aesthetic criteria in developing, refining and proposing media arts artwork.

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**their work. Students will participate in independent and collaborative in-process critiques, giving them opportunities to reassess and move forward.**

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**1.2.12adv.Cn11a:** Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.

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**1.2.12adv.Cr2b:** Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.

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