Content Area: CeramicsUnit 4 Surface Decoration

Course(s):   
Time Period: **Marking Period 3**  
Length: **12 weeks**  
Status: word doc

|  |
| --- |
| **Course Pacing Guide** |
| There are 12 pottery wheels and 2 assignments going on at a time; a wheel throwing and hand building OR surface decoration assignment.   |  |  |  | | --- | --- | --- | | **Unit** | **MP/Trimester** | **Weeks**  2 | | Exploration of the principles of design and the history of ceramics  The pottery wheel & fundamentals of functional pottery | 1  1, 2, 3 | 12 | | Hand building techniques and sculptural details.  Surface decoration | 2 & 3  3 | 12  12 | | Social and communal aspects of Ceramics in the Community | 4 | 2 |  |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | |  |  | | --- | --- | | **Unit Overview** | | | * Define 3-D art vocabulary * Identify3-D art tools * Analyze principles of design in their own artwork * Demonstrateuse of materials and techniques while making 3-D art * Experimentwith 3-D materials and techniques * Solveartistic problems involving materials and techniques * Modifymaterials and techniques to create 3-D art * Use tools such as: electric screw driver, drill press, miter saw. * Attachment techniques such as: gluing, melting, screwing, bolting, hook and eye, * Use professional vocabulary in all artistic processes covered in Art Survey * Create the illusion of form on a 2-dimenstional surface * Infuse color theory with the skill and mastery of making art. * Use and practice art elements as a language in critiques. * Explore and develop an idea through the use of thumbnail sketches * Select the best idea from thumbnails and develop final concept. * Demonstrate good craftsmanship * Identify good craftsmanship * Understand aesthetic quality * Analyze the meanings of works of art according to their aesthetic qualities. * Provide valid reasons in support of self- assessment of works of art. * Use Pintrest as a platform to create and continually update a desin mood Board. * Use pintrest as a platform to collect tutorials. * Create a 3D wire sculpture derived from a continuous line drawing. * Create a conceptually driven maquette for a monument that represents the 21st century * Create * Discuss the use of Elements and principles of art.   Exemplary of all content being learned. Include famous works of art as well as student work.   * Teacher demonstration (address whole class/ sub-groups/individuals based on learning styles. * Critique sessions * Learning partners derived from theTeam Shake ap * Introduction to Monument Project; discussion of The Liberty Museum in Philly which houses glass exemplars of meaningful works and is dedicated to "preserving America's heritage of freedom by fostering good character, civic responsibility and respect for all people” The core themes of the museum are leadership and good character; diversity and inclusion; peaceful conflict resolution; and civic engagement.  |  | | --- | | **Enduring Understandings** | | * The arts serve multiple functions: enlightenment, education, and entertainment. * Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. * The artistic process can lead to unforeseen or unpredictable outcomes. * An understanding of the elements and principles of art is essential to the creative process and artistic production. * Breaking accepted norms often gives rise to new forms of artistic expression * How do artist safely use tools and how can I apply the use of tools to everyday life? * How do design teams operate in the corporate world and how does that process compare to design process to a single fine artist working as a sculptor? * What are some career paths for sculptors? * How can the methods, knowledge of materials, and techniques learned in this class be applied to everyday life? |  |  | | --- | | **Essential Questions** | | * Create outcome based artwork that helps students synthesize, analyze and evaluate. * Work is research driven fostering active learners, assessed by students and peers. * Curriculum instruction addresses student diversity and is connected to students’ interests, experiences, talents and the real world * What is a motif? * What needs to be done with clay on a potters wheel in order for the vessel to be thrown successfully * What are the hand building techniques? * What are the tools used with these techniques? * How does an artist combine construction techniques to create a design? * What elements and principles are used to create ceramic pieces? * What historical information/artist has influenced your work? * What are the various glazing techniques? * What are the stages of clay? * What are ways to finish a piece (glaze, paint, stain, etc.) and what criteria do I use to decide what are the best techniques for my piece? * Why is aesthetic design important in the process of making art? * How can an artist visually describe an emotion, thought, concept, or story? * How do artist safely use tools and how can I apply the use of tools to everyday life? * How do design teams operate in the corporate world and how does that process compare to design process to a single fine artist working as a sculptor? * What are some career paths for sculptors? * How can the methods, knowledge of materials, and techniques learned in this class be applied to everyday life?   **Enduring Understandings\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  * Performance of the creation of a work of art (work ethic) * Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. * The artistic process can lead to unforeseen or unpredictable outcomes. | |  | | **New Jersey Student Learning Standards (No CCS)** | | Targeted Standard(s): NJCCCS  Standard 1.1 Aesthetics: ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO VISUAL ART.   1.1.12 A. Knowledge  1. Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.  2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.  3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.   1.1.12 B. Skills  2. Formulate a personal philosophy or individual statement on the meaning(s) of art.  STANDARD 1.2 Creation and Performance: ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF VISUAL ART.   1.2.12 D. Visual Art  1. Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.  2. Perform various methods and techniques used in the production of works of art.  3. Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.  4. Outline a variety of pathways and the requisite training for careers in the visual arts.  STANDARD 1.3 Elements and Principles: ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF VISUAL ART.   1.3.12 D. Visual Art  1. Compare and contrast innovative applications of the elements of art and principles of design.  2. Analyze how a literary, musical, theatrical, and/or dance composition can provide inspiration for a work of art.  STANDARD 1.4 Critique: ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.   1.4.12 A. Knowledge  1. Examine the artwork from a variety of historical periods in both western and non-western culture(s).  2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.  3. Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer.   1.4.12 B. Skills  1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one’s personal work and that of their peers, using positive commentary for critique.  2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.  STANDARD 1.5 History/Culture: ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY, AND SOCIETY.   1.5.12 A. Knowledge  1. Parallel historical events and artistic development found in visual art.  2. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.   1.5.12 B. Skills  1. Evaluate the impact of innovations in the arts from various historical periods in works of visual art stylistically representative of the times.  2. Compare and contrast the stylistic characteristics of a given historical period through visual art. |  |  | | --- | |  |  |  | | --- | | **Interdisciplinary Connections** | | VPA.1.1.12.D  VPA.1.3.12.D  VPA.1.2.12  VPA.1.2.12.A  VPA.1.3.12  VPA.1.3.12.D  VPA.1.4.12  VPA.1.4.12.A  VPA.1.4.12.B |  |  | | --- | | **Technology Standards** | | Standard 9.1 21st-Century life and career skills  • All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  • Six Strands to prepare students to fully engage in civic and work life.  1. Critical Thinking and Problem Solving  2. Creativity and Innovation  3. Collaboration, Teamwork, and Leadership  4. Communication and Media Fluency  5. Accountability, Productivity, and Ethics    9.3 Career Awareness, Exploration, and Preparation  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environ  9.4 Career and Technical Education  • All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.    • Describes knowledge and skills that prepare students for postsecondary education, training, and employment in a chosen career pathway. Unlike Standards 9.1, 9.2, and 9.3, which apply to all students from grades K-12, Standard 9.4 applies only to high school students enrolled in career and technical education programs.    Enduring Understandings (The big ideas):  Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.   Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.   The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.  Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.   The arts serve multiple functions: enlightenment, education, and entertainment.   Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.   The artistic process can lead to unforeseen or unpredictable outcomes.  An understanding of the elements and principles of art is essential to the creative process and artistic production.   Underlying structures in art can be found via analysis and inference.   Breaking accepted norms often gives rise to new forms of artistic expression  21 Century Life and Careers     Create outcome based artwork that helps students synthesize, analyze and evaluate.   Work is research driven fostering active learners, assessed by students and peers.   Curriculum instruction addresses student diversity and is connected to students’ interests, experiences, talents and the real world |  |  | | --- | | **21st Century Themes/Careers** | |  |  * How can what you work on today, help you become a global worker? * How does your understanding of technology help guide you in your career? * What 21st century skills do you possess which will help you in a global economy? * How are your problem-solving skills applied to everyday lives? * •       All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures*.* * •       Six Strands to prepare students to fully engage in civic and work life. * 1.       Critical Thinking and Problem Solving * 2.       Creativity and Innovation * 3.       Collaboration, Teamwork, and Leadership * 4.       Communication and Media Fluency * 5.       Accountability, Productivity, and Ethics  |  | | --- | | **Instructional Strategies & Learning Activities** | | * Class review of rubrics preceding production of projects. * Rubrics completed by students upon completion of projects * Check for understanding throughout art processes by observing student progress. * Critiques-Peer and teacher critical analysis of student work-encouraging positive responses.   Teaching Strategies -  Large Group Instruction  Small Group Instruction  Individualized Instruction  Large Group Demonstrations  Hands-On Activities  Cooperative Learning  3D design sketching  Design Challenges  Design games |  |  | | --- | | **Differentiated Instruction** | | * Curriculum Map * Inquiry/Problem-Based Learning * Learning preferences integration (visual, auditory, kinesthetic) * Sentence & Discussion Stems * Learning through play * Meaningful Student Voice & Choice * Relationship-Building & Team-Building * Self-Directed Learning * Mastery Learning (feedback toward goal) * Goal-Setting & Learning Contracts * Game-Based Learning * Grouping * Socratic Seminar * Rubrics * Learning Menus * Flipped Classroom * Mentoring * Assessment Design & Backwards Planning * Student Interest & Inventory Data |  |  | | --- | | **Formative Assessments** | | Every student receives formative assessment every day based on visual evidence through the work. |  |  | | --- | | **Summative Assessment** | | Multiple project grades; wire sculpture, recycled plastic sculpture, clay sculpture, multi-media sculpture. All weighted as test. |  |  | | --- | | **Benchmark Assessments** | |  |  |  | | --- | | **Alternate Assessments** | | None. |  |  | | --- | | **Resources & Technology** | | * Philadelphia Museum of Art * Books * Power Point/Slideshare/Computer * Pintrest * Youtube * LCD projector * Art supplies and equipment specific to art process * Team skake ap |  |  | | --- | | **BOE Approved Texts** | |  |  |  | | --- | | **Closure** | | * Have students give examples of a real-life application of a skill. * Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat. * Have student orally describe a procedure, or skill to a random student in the hallway, giving the random student the opportunity to perform the procedure, or skill following their direction. * Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response. * Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant. * Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_\_\_ because \_\_\_\_\_\_\_." * Ask students to write what they learned, and any lingering questions on an "exit ticket". As they leave class, they put their exit ticket on a board next to the door. |  |  | | --- | | **ELL** | | Such as:   * Alternate Responses * Advance Notes * Extended Time * Teacher Modeling * Simplified Written and Verbal Instructions * Frequent Breaks |  |  | | --- | | **Special Education** | | * Shorten assignments to focus on mastery of key concepts. * Evaluate the classroom structure against the student’s needs. * Keep workspaces clear of unrelated materials. * Provide a computer for written work. * Seat the student close to the teacher or a positive role model. * Provide an unobstructed view of the chalkboard, teacher, movie screen, etc. * Keep extra supplies of classroom materials on hand. * Maintain adequate space between desks. * Give directions in small steps and in as few words as possible. * Number and sequence the steps in a task. * Have student repeat the directions for a task. * Provide visual aids. * Go over directions orally. * Permit as much time as needed to finish projects. * Allow projects and materials to be taken home. * Show a model of the end product of directions * Stand near the student when giving directions or presenting a lesson. * Permit a student to rework and revise projects. * Work in pairs. |  |  | | --- | | **504** | | Examples of accommodations in 504 plans include but are not limited to:   * preferential seating * extended time on tests and assignments * reduced homework or classwork * verbal, visual, or technology aids * behavior management support * adjusted class schedules or grading * pre-approved nurse's office visits and accompaniment to visits |  |  | | --- | | **At Risk** | | * Have student restate information * Provision of notes or outlines * Concrete examples * Use of a study carrel * Assistance in maintaining uncluttered space * Regular home-school communication tools- phone calls or email messages * Follow a routine/schedule * Teach time management skills * Verbal and visual cues regarding directions and staying on task * Adjusted assignment timelines * Visual daily schedule * Immediate feedback * Work-in-progress check * Pace long-term projects * Video supplements- My Youtube Channel * Pass/no pass option * Cue/model expected behavior * Use peer supports and mentoring * Chart progress |  |  | | --- | | **Gifted and Talented** | | Focus on effort and practice  Offer the Most Difficult First  Offer choice  Speak to Student Interests  Allow G/T students to work together  Encourage risk taking | |  |  |      |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |