| ***Sculpture 2***  ***Unit 2:***  ***Timeline: 21-40*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals but approaches them through distinct approaches and techniques. Understanding works of art provides insights into an individual’s own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas.  **Standard 1:**  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.  **Standard 2**:  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.  **Standard 3:**  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.  **Standard 4:**  1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.  **Standard 5:**  1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place  **Standard 7:**  1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences. | | | | | |
| **Rationale and Transfer Goals** :  Sculpture 2 is a full year course in the Visual & Digital Arts Academy that meets all course requirements. Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction. The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare and share artwork that bring communities together. Students will further their knowledge of the 3 Dimensional arts through various sculptural mediums. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?   * Artists shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. * Ideas from artworks come from observations, imagination, and personal experience. * Artworks can reflect an artist’s and/or societies’ values, symbols, and culture. * People gain insights into meanings of artworks by engaging in the process of art criticism. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.   1. What techniques are best suited for specific ceramic structures? How is glazing a part of the Elements & Principles of Art? 2. How are aesthetic components important to a finished piece? 3. How can critique affect the creation of artwork? 4. How does art help us understand the lives of people of different times, places and cultures? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| \* Students will learn to understand and create 3 Dimensional works of art.  \* Students will learn and understand the processes and techniques in 3D works of art in order to enhance their structures.  \* Students will incorporate the Elements & Principles of Art in their work. Students will self critique while planning and executing their projects.  \* Students will manage time and materials to complete projects. | \* Students will apply terms and procedures essential to the 3 Dimensional works of art.  \* Students will communicate specific vocabulary comprehension through construction.  \* Students will apply sculptural procedures to construction of work. | | Activity 1: Students will demonstrate and learn how to produce multiple pieces by using slip casting and molds.  Activity 2: Students will learn proper Ceramic hand building techniques.(Pinch, coil, and slab)  Activity 3: Students will learn proper throwing techniques to create thrown ceramic pieces.  Activity 4: Students will learn proper loading and unloading of firing ceramic pieces in a kiln.  Activity 5: Students will demonstrate understanding of the glazing process as well as glazing of all forms constructed. | | \* Students will learn to understand and create 3 Dimensional works of art.  \* Students will learn and understand the processes and techniques in 3D works of art in order to enhance their structures.  \* Students will incorporate the Elements & Principles of Art in their work. Students will self critique while planning and executing their projects.  \* Students will manage time and materials to complete projects. |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Students will learn to use and create 3 Dimensional pieces.  Students will gain the knowledge and skills to understand the processes and techniques in various sculptural works of art.Students will incorporate the Elements & Principles of Art in their work. Students will self critique while planning and executing their projects. |  | Students will be coming into this course with some knowledge of skill level. Students should have a basic understanding of the Elements and Principles of Art. | | Students will be able to demonstrate various 3D sculptural techniques including but not limited to: Wire sculpture, plaster of paris, mask making, carving, ceramic handbuilding techniques,slip casting, glazing and proper handling of ceramic wares. | |
| **21st Century Skills:**  Students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully. Students will demonstrate an understanding and skill set through media, techniques, and processes making connections between visual arts and other disciplines, and understanding the visual arts in relation to history and cultures.  Career Readiness, Life Literacies, and Key Skills 9.4 Life Literacies and Key Skills  Critical Thinking and Problem-solving:  9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).  9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).  Career Ready Practices:  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  Global and Cultural Awareness:  9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). | | | | | |
| **Key resources:** Study.com, Kahoot.com, Edpuzzle.com, Quizizz.com, Quizlet.com, Virtual Instructor.com, The Art of Education, Scholasticarts.com, Art Talk Book, Google etc. Teacher-generated drawing/sculptural/literary resources | | | | | |
| **Intersections of History:**  **Black:**  Use of Black artists to foster experiences in American and world history through the visual arts; ie: Selma Burke, Jim McDowell etc.  **Hispanic:** Use of Hispanic artists to foster experiences in American and world history through the visual arts; ie: Maria Martinez, Fernando Llort etc.  **Women:** Use of Women artists to foster experiences in American and world history through the visual arts; ie: Shary Boyle, Magdalen Odundo  **LGBTQ:** Use of LGBT artists to foster experiences in American and world history through the visual arts; ie: Jeremy Brooks, Leilah Babirye | | | | | |
| **Important Vocabulary:** Elements of art (Line, Shape, form, Space, color, texture, and value) Principles of Art (contrast, Unity, Harmony, Pattern, balance, emphasis, movement) 3D, 2D, Fine art, Functional Art, Carving, Modeling, Assemblage, Casting, Subtractive art, Additive art, Medium. Ceramic, clay, pinch, coil, slab, slip, score, fire, kiln, plastic, leatherhard, bonedry, greenware, bisqueware, glazeware etc. | | | | | |
| **Interdisciplinary Connections:**  Math: Students will use symmetry, proportion, angles, shapes, perspective etc. within their works of art. Math A-CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Math 6.RP.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.  History: Based on project of study students will learn the historical significance associated within their work of art. Cultures throughout the world have used clay, students will learn about different cultures through works of art. 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.  Reading: Students will continually critique works of art of others as well as their own. Respond to open ended questions in beginning of each class associated with the lesson being taught. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  Science: Students will be learning about scientific skills when working with mixing of colors, learning and observing works of art and making hypothesis based on a work of art. Students will also learn about chemical changes to clay and to ceramic wares through glaze and firing. WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. | | | | | |