

# 01\_Identity

Content Area: **Art**  
Course(s):  
Time Period: **Semester**  
Length: **1 Week**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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The Ceramics 2 course is a one semester course designed to offer the students a comprehensive and in depth study of hand built clay construction and basic wheel throwing techniques. This is designed to be a hands on learning experience building on the skills, techniques, and methods acquired in the Ceramics 1 course. Students will explore three-dimensional design while developing both functional and conceptual sculptural forms. Students will explore more sophisticated surface decorating and glazing techniques while starting to discover their creative identity as ceramic artists. Creativity and quality craftsmanship are emphasized.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Objective:

- Students will explore their creative identity as ceramic artists.

Essential Questions:

- How can you manipulate of the elements of art and principles of design to results in original ceramic art work that reflects both choice and personal stylistic nuance?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?

Enduring Understandings:

- You can manipulate of the elements of art and principles of design to result in original ceramic art work that reflects both choice and personal stylistic nuance.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

## **CONTENT AREA STANDARDS**

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Anchor Standard 1: Generating and conceptualizing ideas.

HS Accomplished 1.5.12acc.Cr1

- a. Individually or collaboratively formulate new creative problems based on student's existing artwork.
- b. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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CAEP.9.2.12.C.3

Identify transferable career skills and design alternate career plans.

TECH.8.1.12.A.1

Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- Cultural and historical events impact art-making as well as how audiences respond to works of art.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
- Knowing the contexts, histories, and traditions of art forms help us create works of art and design.

### **Procedural Knowledge**

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Students will be able to:

- Manipulate the elements of art and principles of design to create an original ceramic art work that reflects both choice and personal stylistic nuance.
- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
- Shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Identify transferable career skills and design alternate career plans.
- Create a personal digital portfolio which reflects personal and academic interests, achievements, and

career aspirations by using a variety of digital tools and resources.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Projects
- Presentations
- Teacher/Student Conferences

### **Formative Assessments**

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Students will reflect on the quality of their work, judge the degree to which they reflect, and identify strengths and weaknesses through informal observations, pre-assessments, and critique. An example of this would include experimenting with various media to identify characteristics to help them make informed decisions as they select appropriate tools to proceed in their art production.

Additional Formative assessments include but are not limited to questioning, discussion, oral feedback, tutorials, sketchbook, and exercises.

### **Summative Assessments**

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Sketchbook

Reflection

Final Project

Portfolio

Art Show

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Instructional demonstration

Handouts

Google slide presentation

Google Classroom

Class Website

## **INTERDISCIPLINARY CONNECTIONS**

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Learning how to find your voice and create a vision for your work allows you to understand one of the many facets of good leadership.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.