

# 06\_Sketchbook and Portfolio Development and Critique

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **Type Length of Unit**  
Status: **Published**

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

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The Ceramics 3 course is a full year course designed to offer students the opportunity to create a personal agenda based on their knowledge and ability to create using advanced hand-building and throwing techniques. Students will continue their exploration of ceramic art by practicing these advanced hand-building techniques such as coil and slab. The design and creation of utilitarian pieces is emphasized; students learn balance and proportion, wall thickness correction, and surface decoration techniques. Students will have the choice of making creative pieces, but also learn how to make 'functional art', such as vases, cups and bowls. Advanced aesthetic, technical and conceptual problems are also covered. With guidance, students assist in the bisque and glaze firing of their own work. This course offers students the opportunity to create, present, respond, and connect with their work.

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

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Objectives:

- Students will record and organize ceramic sketches, processes, and creative ideas.
- Students will promote their ceramic artwork and reach their desired audience by creating a digital portfolio.
- Students will begin the art of analyzing and evaluating ceramic work and exhibits, striving to speak to the strengths and weaknesses of particular ceramic pieces.

Essential Questions:

- How are artworks cared for and by whom?
- What criteria, methods, and processes are used to select work for preservation or presentation?
- Why do people value objects, artifacts, and artworks, and select them for presentation?
- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art? What is visual art?
- Where and how do we encounter visual arts in our world?
- How do visual arts influence our views of the world?

- How does one determine criteria to evaluate a work of art?
- How and why might criteria vary?
- How is a personal preference different from an evaluation?

Enduring Understandings:

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual arts influences understanding of and responses to the world.
- People evaluate art based on various criteria.

## **CONTENT AREA STANDARDS**

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Anchor Standard 4: Selecting, analyzing, and interpreting work.

HS Advanced 1.5.12adv.Pr4

a. Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Anchor Standard 7: Perceiving and analyzing products

HS Advanced 1.5.12adv.Re7

- Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

Anchor Standards 9: Applying criteria to evaluate products.

HS Advanced 1.5.12adv.Re9

a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.

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

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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:

- We can learn from our responses to art and others' responses to our art.
- Personal experiences influence the way you relate to art.
- We place an inherent value on the objects, artifacts, and artworks, that we have selected for presentation.

### **Procedural Knowledge**

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Students will be able to:

- Discusses their ideas, processes, and creative decisions based off the notes and sketches in their ceramic sketchbooks.
- Create a personal digital portfolio which reflects their ceramic creations by using a variety of digital tools and resources.
- Engage in aesthetic analysis of ceramic pieces.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Teacher/Student Conferences
- Projects
- Self-Evaluations
- Modified Rubrics

### **Formative Assessments**

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Teacher observation  
Teacher feedback and discussions  
Performance tasks  
Individualized skills assessments

## **Summative Assessments**

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Sketchbook

Reflection

Final Project

Portfolio

Art Show

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

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<https://www.slideshare.net/magidykstra/unit-3-27272361>

Instructional demonstration

Handouts

Google slide presentation

Google Classroom

Class Website

Individual proficiency scales

Rubrics

On-line portfolio template

## **INTERDISCIPLINARY CONNECTIONS**

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Students will each create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools to be used in resume building and career readiness.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.