# Ceramics & Sculpture 1- Unit 1: Introduction (History and Analysis)

Content Area: **Fine Arts**
Course(s): **CER SCU**
Time Period: **Generic Time Period**
Length: **2 weeks**
Status: **Published**

## NJ Student Learning Standards

Visual Arts

| | |
|---|---|
| VA.9-12.1.5.12prof.Re7 | Perceiving and analyzing products. |
| VA.9-12.1.5.12prof.Re8 | Interpreting intent and meaning. |
| VA.9-12.1.5.12prof.Re9 | Applying criteria to evaluate products. |
| VA.9-12.1.5.12prof.Cn11 | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. |
| VA.9-12.1.5.12prof.Re7a | Hypothesize ways in which art influences perception and understanding of human experiences. |
| VA.9-12.1.5.12prof.Re7b | Analyze how one's understanding of the world is affected by experiencing visual arts. |
| VA.9-12.1.5.12prof.Re8a | Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. |
| VA.9-12.1.5.12prof.Re9a | Establish relevant criteria in order to evaluate a work of art or collection of works. |
| VA.9-12.1.5.12prof.Cn11a | Describe how knowledge of culture, traditions and history may influence personal responses to art. |
| VA.9-12.1.5.12prof.Cn11b | Describe how knowledge of global issues, including climate change, may influence personal responses to art. |

## Transfer Goals and Career Readiness

## Transfer Goals

**Students will be able to independently use their learning to:**

- Find meaning and interest in varied works of 3-dimensional art.

- Communicate ideas, experiences, and stories through art.

- Respond by analyzing and interpreting the artistic communications of others.

- Develop global awareness, by appreciating artwork from various cultures.

## Career Readiness, Life Literacies, and Key Skills- NJSLS-CLKS

**9.1- Personal Financial Literacy**

**9.2- Career Awareness, Exploration, Preparation, and Training**

**9.4- Life Literacies and Key Skills**

Creativity and Innovation

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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).
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Digital Citizenship

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

Global and Cultural Awareness

- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Information and Media Literacy

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Technology Literacy

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

## Concepts

## Essential Questions

**Ceramics**

- What rules do we need to have in the art room? In Ceramics class?

- What is Ceramics?

- Where does clay come from?

- Why did humankind create ceramics?

- How do we determine whether a piece of artwork is well crafted?

- How has ceramics evolved since ancient times?

**Sculpture (TBD depending on student interest)**

- What is sculpture?

- What methods and materials are used in traditional sculpture?

- How do the methods and materials used in modern sculture differ from those used in traditional sculpture?

- Why are the events of the time period and culture important to understand the purpose of a sculpture?

## Understandings

**Ceramics**

- Classroom rules are in place for the safety of the teacher and students.

- Pottery clay is mined from the Earth.

- People have been using clay to make pottery, for various purposes, for thousands of years.

**Sculpture (TBD depending on student interest)**

- Sculpture is the branch of the visual arts that operates in three dimensions.

- Cultural context should be considered when responding to an artwork.

- Where or how an artwork is presented can influence how it is interpreted by the viewer.

- The value of a sculpture is not determined by the materials from which is has been created.

## Critical Knowledge and Skills

## Knowledge

Students will know:

**Ceramics**

- The classroom rules, procedures, and routines to maintain safety in Ceramics class.

- Pottery clay is mined from the Earth and and ground into a powder, which is combined with other water and

other ingredients to form what's called the clay body.

- Many ancient as well as contemporary coil-built vessels communicate important information about the potter's culture through surface patterns, symbols, imagery and text.

**Sculpture (TBD depending on student interest)**

- Sculpture can be representational or abstract in nature. Traditional forms were commonly representational while many modern sculptures are abstract.

- Virtually any material can be seen in modern sculpture. The materials a sculpture is made from no longer determine it's worth.

## Skills

Students will be able to:

**Ceramics**

- Practice proper procedures related to the use of materials, tools, and performance areas to maintain order and safety.

- Identify ceramic artworks from various cultures and interpret their meaning and purpose.

**Sculpture (TBD depending on student interest)**

- Identify key differences in traditional and modern scultpure.

- Compare the use of various materials in modern sculpture works and how it has an effect on meaning.

## Assessment and Resources

## School Formative Assessment Plan (Other Evidence)

- Teacher observation during guided practice

- Questioning and teacher- led discussion

- Do Nows

- Exit Slips

- Peer teaching and group work

- Student notes and sketches

- Written Reflections

## School Summative Assessment Plan

Google Forms Quiz- Course Pre-Assessment

## Primary Resources

Mastering Hand Building: Techniques, Tips, and Tricks for Slabs, Coils, and More (Mastering Ceramics)- by Sunshine Cobb

Mastering the Potter's Wheel: Techniques, Tips, and Tricks for Potters (Mastering Ceramics)- by Ben Carter

## Supplementary Resources

**- Various Resources**

ceramicartsnetwork.org (handouts, articles, printable guides)

**- Selected online articles to reinforce learning**

Ceramics Monthly- subsciption

Pottery Making Illustrated- subscription

sculpturemagazine.art

Sculpture Review- subsciption

any other relevant articles posted to google classroom

**- Museum websites and virtual museum tours**

Solomon R. Guggenheim Museum

National Gallery of Art, D.C

Philadelphia Museum of Art

The Met Museum

**- Photos of Ceramics and Sculptures**

accessceramics.org (a contemporary ceramics image resource)

other photographic examples posted on google classroom

**- Google classroom posts, found under Resources tab**

## Technology Integration, Differentiated Instruction, Interdisciplinary Connections

## Interdisciplinary Connections

**MATH -** Measuring the lenth and width of pieces of clay and other materials using a ruler, knowledge of types of shapes and forms(Geometry).

**SCIENCE -** Understanding where clay comes from (Earth Science) and the molecular changes that occur during the firing process (Physics, Chemistry).

**SOCIAL STUDIES -** Examining the role of pottery as the basis for culture group definition, chronology and determining origins and movements of people.

**WORLD LANGUAGES -** Exploring the work of international artists.

**VISUAL/PERFORMING ARTS -** Developing works of art, through the creative process.

**APPLIED TECHNOLOGY -** Use of classroom tools and equipment to solve creative problems.

**BUSINESS EDUCATION -** Knowledge of how professional ceramicists and sculptors make a living.

**GLOBAL AWARENESS -** Knowledge and understanding of various cultures, through examining artwork from around the globe.

## Technology Integration

- **Google Products**
    - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
    - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.
- **One to One Student's Chromebook**
    - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- **Additional Support Videos**
    - The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

## Differentiated Instruction

**Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
- Students are always encouraged to develop project to highest skill level

**English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

**At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

**Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- All other IEP modifications will be honored:
- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions
- Repeat/rephrase instruction
- Read aloud multiple choice for tests and quizzes

## Learning Plan / Pacing Guide

**Week 1-2: Intro to Ceramics and Sculpture (History and Analysis)**

Take Pre-Assessment and SGO survey
Review Syllabus
Behavior Contract
Classroom Tour

Icebreakers

Ceramics and Sculpture "Gallery Walk" Activity

Process Book or Sketchbook Setup
What is Ceramics?- Do Now
Pass around samples of Ceramic work
Where does clay come from?
Overview of the History of Ceramics
History of Ceramics Research Assignment

History of Ceramics QUIZ

# Ceramics & Sculpture 1- Unit 2: Creation (Methods and Techniques)

Content Area: **Fine Arts**
Course(s): **CER SCU**
Time Period: **Generic Time Period**
Length: **16 weeks**
Status: **Not Published**

## NJ Student Learning Standards

Visual Arts

| | |
|---|---|
| VA.9-12.1.5.12prof.Cr1 | Generating and conceptualizing ideas. |
| VA.9-12.1.5.12prof.Cr2 | Organizing and developing ideas. |
| VA.9-12.1.5.12prof.Cr3 | Refining and completing products. |
| VA.9-12.1.5.12prof.Pr4 | Selecting, analyzing, and interpreting work. |
| VA.9-12.1.5.12prof.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| VA.9-12.1.5.12prof.Pr6 | Conveying meaning through art. |
| VA.9-12.1.5.12prof.Re7 | Perceiving and analyzing products. |
| VA.9-12.1.5.12prof.Re9 | Applying criteria to evaluate products. |
| VA.9-12.1.5.12prof.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| VA.9-12.1.5.12prof.Cr1a | Use multiple approaches to begin creative endeavors. |
| VA.9-12.1.5.12prof.Cr1b | Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. |
| VA.9-12.1.5.12prof.Cr2a | Engage in making a work of art or design without having a preconceived plan. |
| VA.9-12.1.5.12prof.Cr2c | Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. |
| VA.9-12.1.5.12prof.Cr3a | Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. |
| VA.9-12.1.5.12prof.Re9a | Establish relevant criteria in order to evaluate a work of art or collection of works. |
| VA.9-12.1.5.12prof.Cn10a | Document the process of developing ideas from early stages to fully elaborated ideas. |

## Transfer Goals and Career Readiness

## Career Readiness, Life Literacies, and Key Skills- NJSLS-CLKS

### 9.1- Personal Financial Literacy

### 9.2- Career Awareness, Exploration, Preparation, and Training

**9.4- Life Literacies and Key Skills**

Creativity and Innovation

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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).
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## Transfer Goals

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## Concepts

## Essential Questions

**Ceramics**

- How do we manipulate clay?

- How do specific hand-building techniques affect structure and form?

- What knowledge does one need to make a successful piece in clay?

- In what ways can critique improve your work?

- How is the kiln involved in pottery production, and how does the clay change after firing?

- Why is it important to glaze ceramics?

- What are the ceramic glazing effects that are commonly used by potters?

- What is the proper technique for throwing on the potter's wheel?

**Sculpture (TBD depending on student interest)**

- What is the creative process for developing a sculpture?

- How would changing the material of a sculpture influence its meaning?

- How would changing the color of a sculpture influence it's mood?

- How would we determine the value of a sculpture?

- How does collaboration expand the creative process?

## Understandings

**Ceramics**

- Clay can be used in different ways in multiple stages of dryness.

- There are a variety of tools used by ceramicists to create the desired effect.

- Ceramicists must develop a tactile knowledge of clay's physical properties.

- Mastering clay processes takes knowledge, practice, and a general understanding of clay's properties.

- Some methods are better suited for certain constructions.

-Glazes can be poured, dipped, sponged, flicked, painted, or sprayed.

- Glazing ceramics seals the form, making it functional and nonporous.

- Manipulating the clay on the wheel requires practice and patience.

**Sculpture (TBD depending on student interest)**

- The materials used to construct a sculpture have an effect on it's meaning.

- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

## Critical Knowledge and Skills

## Knowledge

**Ceramics**

- Clay needs to be wedged to remove air pockets and align clay particle

- You need to score, slip and/or blend to properly join two pieces of clay.

- Clay goes through various stages in ceramics: slip, plastic, leatherhard, bone dry (greenware), bisque-ware, and glaze-ware.

- There are multiple methods to create ceramics, including hand-building methods (pinch, slab coil) and wheel-throwing.

- The pinch method consists of pinching the clay into the desired shape. This is the oldest of the building methods.

- The slab method involves rolling out flat sheets of clay and using these pieces to build a piece, such as a box.

- The coil method consists of rolling long coils or "snakes" of clay and stacking them on top of each other in such a way as to achieve the desired silhouette and height.

- Wheel-throwing consists of shaping a piece of clay on a rotating wheel, using varying degrees of pressure to create the desired silhouette and height.

- The most important part of wheel-throwing is centering. Centering is when the clay is fixed and centered in the middle of the wheel-head.

- Properly glazing a ceramic piece using the correct type of glaze makes it safe to eat and drink from.

- Kilns heat clay up to a high temperature, which causes a chemical reaction in the clay causing the clay to vitrify, and become glass-like.

**Sculpture (TBD depending on student interest)**

- There are 2 main types of methods for creating a sculpture- additive methods and subtractive methods.

- Subtractive Sculpture involves material being removed or cut away.

- Carving involves cutting or chipping away a shape from a mass of stone, wood, or other hard material. This is the oldest form of Sculpture.

- Additive Sculpture is the process of creating sculpture by adding material to create the work.

## Skills

**Ceramics**

- Identify clay tools and what they are used for.

- Choose the appropriate tools for each project.

- Compare and identify pieces in different stages of completion.

- Determine the best stages in which to use each building method.

- Wedge clay to remove air bubbles and align the clay particle before building, as to avoid breaks in the kiln.

- Slip, Score, and Blend to attach pieces of clay together securely and permanently.

- Create a pinch pot, using the pinch method, that has consistent wall thickness.

- Create a coil piece, using the coil-building method to roll consistent coils and attach them to each other to avoid breaks.

- Create a clay box, using the slab technique, rolling even and consistent slabs and successfully attaching them using the slip, score, and blend method.

- Center a piece of clay on the pottery wheel, using the method demonstrated.

- Glaze pottery in the manner that has been demonstrated- 3 even coats, no glaze on the bottom.

- Make informed and thoughtful color and design choices to express intended meaning.

**Sculpture (TBD based on student interest)**

- Compare and contrast additive and subtractive methods.

- Create an abstract sculpture, using the subtractive (carving) method.

- Plan the construction and installation of sculpture works around the school to have an intended impact.

- Discuss and critique classmates' work as well as their own artwork.

## Assessments and Resources

## School Formative Assessment Plan (Other Evidence)

- Teacher observation during guided practice

- Questioning and teacher- led discussion

- Do Nows

- Exit Slips

- Peer teaching and group work

- Student notes and sketches

- Written Reflections

- Google Forms Quizzes

- Peer Evaluations and Self Evaluations (using checklists, rubrics, etc.)

- Group Critiques (both in progress and after completion of assignments)

- Worksheets to reinforce information

## School Summative Assessment Plan

Projects

- Clay and Sculpture projects turned in throughout the semester, graded using project-specific rubrics.

## Primary Resources

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## Technology Integration

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  - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

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- Students are always encouraged to develop project to highest skill level

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are within their ability level and high-interest.

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- Clarification of directions and instructions
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- Read aloud multiple choice for tests and quizzes

## Interdisciplinary Connections

**MATH -** Measuring the lenth and width of pieces of clay and other materials using a ruler, knowledge of types of shapes and forms(Geometry).

**SCIENCE -** Understanding where clay comes from (Earth Science) and the molecular changes that occur during the firing process (Physics, Chemistry).

**SOCIAL STUDIES -** Examining the role of pottery as the basis for culture group definition, chronology and determining origins and movements of people.

**WORLD LANGUAGES -** Exploring the work of international artists.

**VISUAL/PERFORMING ARTS -** Developing works of art, through the creative process.

**APPLIED TECHNOLOGY -** Use of classroom tools and equipment to solve creative problems.

**BUSINESS EDUCATION -** Knowledge of how professional ceramicists and sculptors make a living.

**GLOBAL AWARENESS -** Knowledge and understanding of various cultures, through examining artwork from around the globe.

## Learning Plan/Pacing Guide

**Week 3-10: Ceramics Building Techniques**

The Stages of Clay

Overview Clay Tools

Overview Building Methods

Wedging 101- importance of wedging clay, removing air bubbles

First Project- Make a Pinch Pot- after DEMO

Learning about our Kiln- help me load pinch pots in for firing, Kiln safety, how firing changes the properties of clay

Pinch Pot Pumpkins (in the Fall) or altered pinch pot Animal (in the Spring)

Teapot OR Art History Vessel Recreation

** In-Progress Group Critique of Coil Pieces, using Peer Evaluation

Intro to Glazing (Process, Methods, Use of Color, How it Makes it Food Safe)

Slab Building Method- Thematic Box with Lid or Character Masks

**In-Progress Group Critique of Slab Boxes, using Peer Evaluation

Intro to Wheel-Throwing

Create matching cups, mugs, or bowls, using the wheel

Glaze wheel-thrown sets

Self Evalulation using rubric and Group Critique

What is Sculpture?- Do Now

Into to Sculpture- Materials and Techniques

Additive Vs. Subtractive

History of Sculpture

Traditional Vs. Modern Sculpture

First Sculpture Project- Carving an abstract design, inspired by Henry Moore, from floral foam.

Discuss use of color in Sculpture before painting abstract sculptures

Self Evaluation using rubric and Group Critique

**Week 13-18: Modern Sculpture Methods and Messages (TBD depending on student interest)**

Land Art Project- Inspired by Andy Goldsworthy- discuss environmental impact of waste (1 day project)

Wire Sculpture Project (1 week)

"Tape People" Installations- show slides, examples, handouts (will have 1 week)

Split into teams for planning, collaboration

Corresponding writing assignment/Reflection

Group Critique, Walk to Installations Around the school

Discuss Recyled Art and it's messages, benefits for environment (show slides)

Research a Sculptor who works with recyled materials (2 days)

Recycled Sculpture Project- Everyday Cardboard Items, Inspired by Bartek Elsner (1.5 weeks)

Self Evaluation using rubric and Group Critique

# Ceramics & Sculpture 1- Unit 3: Closure (Review and Summative Assessment)

Content Area: **Fine Arts**
Course(s): **CER SCU**
Time Period: **Generic Time Period**
Length: **2 Weeks**
Status: **Not Published**

## NJ Student Learning Standards

Visual Arts

| | |
|---|---|
| VA.9-12.1.5.12prof.Cr1 | Generating and conceptualizing ideas. |
| VA.9-12.1.5.12prof.Pr4 | Selecting, analyzing, and interpreting work. |
| VA.9-12.1.5.12prof.Re7 | Perceiving and analyzing products. |
| VA.9-12.1.5.12prof.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| VA.9-12.1.5.12prof.Cn11 | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. |
| VA.9-12.1.5.12prof.Cr1a | Use multiple approaches to begin creative endeavors. |
| VA.9-12.1.5.12prof.Pr4a | Analyze, select and curate artifacts and/or artworks for presentation and preservation. |
| VA.9-12.1.5.12prof.Cn10a | Document the process of developing ideas from early stages to fully elaborated ideas. |

## Transfer Goals and Career Readiness

## Transfer Goals

**Students will be able to independently use their learning to:**

- Find meaning and interest in varied works of 3-dimensional art.

- Communicate ideas, experiences, and stories through art.

- Respond by analyzing and interpreting the artistic communications of others.

- Develop global awareness, by appreciating artwork from various cultures.

## Career Readiness, Life Literacies, and Key Skills- NJSLS-CLKS

**9.1- Personal Financial Literacy**

**9.2- Career Awareness, Exploration, Preparation, and Training**

**9.4- Life Literacies and Key Skills**

Creativity and Innovation

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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).
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Digital Citizenship

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

Global and Cultural Awareness

- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Information and Media Literacy

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Technology Literacy

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

## Concepts

## Essential Questions

**Ceramics**

- How do we manipulate clay?

- How do specific hand-building techniques affect structure and form?

- What knowledge does one need to make a successful piece in clay?

- In what ways can critique improve your work?

- How is the kiln involved in pottery production, and how does the clay change after firing?

- Why is it important to glaze ceramics?

- What are the ceramic glazing effects that are commonly used by potters?

- What is the proper technique for throwing on the potter’s wheel?

**Sculpture (TBD depending on student interest)**

- What is the creative process for developing a sculpture?

- How would changing the material of a sculpture influence its meaning?

- How would changing the color of a sculpture influence it's mood?

- How would we determine the value of a sculpture?

- How does collaboration expand the creative process?

## Understandings

**Ceramics**

- Clay can be used in different ways in multiple stages of dryness.

- There are a variety of tools used by ceramicists to create the desired effect.

- Ceramicists must develop a tactile knowledge of clay's physical properties.

- Mastering clay processes takes knowledge, practice, and a general understanding of clay's properties.

- Some methods are better suited for certain constructions.

-Glazes can be poured, dipped, sponged, flicked, painted, or sprayed.

- Glazing ceramics seals the form, making it functional and nonporous.

- Manipulating the clay on the wheel requires practice and patience.

**Sculpture (TBD depending on student interest)**

- The materials used to construct a sculpture have an effect on it's meaning.

- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

## Critical Knowledge and Skills

## Knowledge

**Ceramics**

- Clay needs to be wedged to remove air pockets and align clay particle

- You need to score, slip and/or blend to properly join two pieces of clay.

- Clay goes through various stages in ceramics: slip, plastic, leatherhard, bone dry (greenware), bisque-ware, and glaze-ware.

- There are multiple methods to create ceramics, including hand-building methods (pinch, slab coil) and wheel-throwing.

- The pinch method consists of pinching the clay into the desired shape. This is the oldest of the building methods.

- The slab method involves rolling out flat sheets of clay and using these pieces to build a piece, such as a box.

- The coil method consists of rolling long coils or "snakes" of clay and stacking them on top of each other in such a way as to achieve the desired silhouette and height.

- Wheel-throwing consists of shaping a piece of clay on a rotating wheel, using varying degrees of pressure to create the desired silhouette and height.

- The most important part of wheel-throwing is centering. Centering is when the clay is fixed and centered in the middle of the wheel-head.

- Properly glazing a ceramic piece using the correct type of glaze makes it safe to eat and drink from.

- Kilns heat clay up to a high temperature, which causes a chemical reaction in the clay causing the clay to vitrify, and become glass-like.

**Sculpture (TBD depending on student interest)**

- There are 2 main types of methods for creating a sculpture- additive methods and subtractive methods.

- Subtractive Sculpture involves material being removed or cut away.

- Carving involves cutting or chipping away a shape from a mass of stone, wood, or other hard material. This is the oldest form of Sculpture.

- Additive Sculpture is the process of creating sculpture by adding material to create the work.

## Skills

**Ceramics**

- Identify clay tools and what they are used for.

- Choose the appropriate tools for each project.

- Compare and identify pieces in different stages of completion.

- Determine the best stages in which to use each building method.

- Wedge clay to remove air bubbles and align the clay particle before building, as to avoid breaks in the kiln.

- Slip, Score, and Blend to attach pieces of clay together securely and permanently.

- Create a pinch pot, using the pinch method, that has consistent wall thickness.

- Create a coil piece, using the coil-building method to roll consistent coils and attach them to each other to avoid breaks.

- Create a clay box, using the slab technique, rolling even and consistent slabs and successfully attaching them using the slip, score, and blend method.

- Center a piece of clay on the pottery wheel, using the method demonstrated.

- Glaze pottery in the manner that has been demonstrated- 3 even coats, no glaze on the bottom.

- Make informed and thoughtful color and design choices to express intended meaning.

**Sculpture (TBD depending on student interest)**

- Compare and contrast additive and subtractive methods.

- Create an abstract sculpture, using the subtractive (carving) method.

- Plan the construction and installation of sculpture works around the school to have an intended impact.

- Discuss and critique classmates' work as well as their own artwork.

## Assessments and Resources

## School Formative Assessment Plan (Other Evidence)

- Review Games and Activities

- Teacher Observation

- Final Process Book

## School Summative Assessment Plan

Final Exams- 2 parts

- Final multiple-choice exam (assessing understanding of clay and sculpture methods as well as art history).

- Active participation in a final group critique of all works produced at the conclusion of the semester.

## Primary Resources

Mastering Hand Building: Techniques, Tips, and Tricks for Slabs, Coils, and More (Mastering Ceramics)- by Sunshine Cobb

Mastering the Potter's Wheel: Techniques, Tips, and Tricks for Potters (Mastering Ceramics)- by Ben Carter

## Supplementary Resources

**- Various Resources**

ceramicartsnetwork.org (handouts, articles, printable guides)

**- Selected online articles to reinforce learning**

Ceramics Monthly- subsciption

Pottery Making Illustrated- subscription

sculpturemagazine.art

Sculpture Review- subsciption

any other relevant articles posted to google classroom

**- Museum websites and virtual museum tours**

Solomon R. Guggenheim Museum

National Gallery of Art, D.C

Philadelphia Museum of Art

The Met Museum

**- Photos of Ceramics and Sculptures**

accessceramics.org (a contemporary ceramics image resource)

other photographic examples posted on google classroom

## Technology Integration, Differentiated Instruction, Interdisciplinary Connections

## Technology Integration

- **Google Products**

  - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
  - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's Chromebook**

  - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

  - The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

## Differentiated Instruction

**Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
- Students are always encouraged to develop project to highest skill level

**English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

**At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

**Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- All other IEP modifications will be honored:
- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions
- Repeat/rephrase instruction
- Read aloud multiple choice for tests and quizzes

## Interdisciplinary Connections

**MATH -** Measuring the lenth and width of pieces of clay and other materials using a ruler, knowledge of types of shapes and forms(Geometry).

**SCIENCE -** Understanding where clay comes from (Earth Science) and the molecular changes that occur during the firing process (Physics, Chemistry).

**SOCIAL STUDIES -** Examining the role of pottery as the basis for culture group definition, chronology and determining origins and movements of people.

**WORLD LANGUAGES -** Exploring the work of international artists.

**VISUAL/PERFORMING ARTS -** Developing works of art, through the creative process.

**APPLIED TECHNOLOGY -** Use of classroom tools and equipment to solve creative problems.

**BUSINESS EDUCATION -** Knowledge of how professional ceramicists and sculptors make a living.

**GLOBAL AWARENESS -** Knowledge and understanding of various cultures, through examining artwork from around the globe.

## Learning Plan/Pacing Guide

**Weeks 19-20: Closure (Review and Summative Assessment)**

Review Games

Turn in Process Book or Sketch Book for final review

**Summative Assessments:**

Final Multiple-Choice Exam
Final Group Critique