

NJCCCS AREA:

North Brunswick Township Public Schools

Art/Ceramic I

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August 30,2008 Revision

Board Adoption_____

New Jersey Core Curriculum Content Standard Area:_____

Topic/Course: CeramicI_____ Grade: __9-12

Date August 30,2008_____

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>1.1 Aesthetics What is ceramic art?</p> <p>How does culture define Ceramic art?</p> <p>What is good craftsmanship?</p>	<p>1.1,12,A2 1.1,12,A3 1.1,12,B2</p> <p>Obj. Students will view examples of diverse ceramic forms in both technique, theme and purpose.</p>	<ul style="list-style-type: none"> • Lecture/Demonstrations • Slide/film presentations • Text/Supplemental readings • Vocabulary Sheets • Students will take notes during lecture, films demonstrations. • Students will find and paste into their notebooks examples of functional/nonfunctional ceramics. • Students will define, list and be able to defend good/bad characteristics of craftsmanship. • Students will find and paste examples of fine crafted ceramics/pottery. 	<ul style="list-style-type: none"> • Vocabulary sheets • Note/sketch books 	<p>Formative:</p> <ul style="list-style-type: none"> • Class Discussion • Note/Sketch Books. <p>Summative</p> <ul style="list-style-type: none"> • Work sheets • Reports • notebooks • Tests • Quizzes 	<p>Entire School Year</p>
<p>1.2 Creation/Performance How does creating art Differ from viewing art?</p>	<p>1.2,12,D1 1.2,12,D2 1.2,12,D3 1.2,12,D4</p> <p>Obj.1 Students will demonstrate an understanding of a ceramic vocabulary.</p>	<ul style="list-style-type: none"> • Students will find and paste examples of industrial made ceramics and examples of hand built/wheel thrown crafted ceramics for comparison using a ceramic/art vocabulary. 	<ul style="list-style-type: none"> • Visual demonstrations • Vocabulary sheets 	<p>Formative: Projects/Studio Production Note/sketch book</p> <p>Class discussion Summative Notebooks</p>	<p>Entire School Year</p>

<p>1.3 Elements /Principles Of the Arts</p> <p>How do the underlying structures of art guide its creation?</p>	<p>Obj.1 Students will demonstrate an understanding of a ceramic vocabulary.</p> <p>Obj. 2Students will demonstrate an understanding of tools and how they are applied to ceramic forms.</p> <p>Obj.3 Students will demonstrate an understanding of the basic hand building ceramic techniques: pinch, coil, and slab.</p>	<ul style="list-style-type: none"> • Students will create a list of studio maintenance tasks/rules necessary for studio production. • Students will create a series of pinch pots as a model in studio procedure and maintenance. • Students will practice making different widths of coils • Students will create a length of even coil. • Students will practice making coils smoothly, patterned and necked in /out to create ceramic forms. 		<p>Project grade /group critiques. Vocabulary tests. Mid Term Exam</p>	
<p>1.3 Elements /Principles Of the Arts</p> <p>How do the underlying structures of art guide its creation?</p>	<p>Obj.4 Students will demonstrate an understanding of glazing/under glazing techniques.</p> <p>Obj.5 Students will demonstrate various</p>	<ul style="list-style-type: none"> • Students will practice making an evenly rolled slab of clay. • Students will practice making a leather hard piece of slab stand upright. • Students will make ceramic forms using all 	<ul style="list-style-type: none"> • Visual demonstrations • Vocabulary sheets • Individual critiques. 		

	<p>surface decorations and techniques to ceramic forms.</p> <p>Obj.6 Students will understand the steps in making ceramics on the potters' wheel.</p>	<p>three hand building techniques.</p> <ul style="list-style-type: none"> • Students will create an anachronism for remembering the steps in throwing on the potters wheel . • Students will use coil and slab techniques on hump and press molds to create ceramic forms. 			
		<p>Materials; note books, sketch paper, text books, visuals, slides DVD/VHS//LCD projector, clay, kilns, slab roller, pug mill, tools.</p>			

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<p>1.4 Critique Why is critique important to the creative process?</p> <p>How does the critique process add to the aesthetic value of a work of art?</p>	<p>1.4,12,A2 1.4,12,B1 1.4,12,B2</p> <p>Obj.1 Students will be able to apply a four step critique process in evaluating ceramic forms.</p>	<ul style="list-style-type: none"> • Lecture/demonstration • Class Discussion • Text/supplemental readings • Work/Vocabulary sheets • Visuals/films, slides reproductions. • Students will design a rubric for a well made pinch, slab and coil constructed ceramic form. 	<ul style="list-style-type: none"> • Worksheets • Vocabulary sheets 	<p>Formative Teacher Observations Group Critiques Individual Critiques</p> <p>Summative Project grade Reports Tests/Quizzes</p>	<p>Entire School Year</p>

<p>1.5 World Cultures, History and Society</p> <p>Does culture define art? Does history/technology affect art production/style?</p>	<p>Obj.2 Students will be able to design and implement a general critique rubric/check list for ceramic forms.</p> <p>1.5,12,A1 1.5,12,A2 1.5,12,B2</p> <p>Obj.1 Students will be able to use cultures as sources of inspiration in making various ceramic forms.</p> <p>Obj. 2 Students will become familiar with a ceramics form and its function within its place in art history.</p> <p>Obj. 3 Students will use various individual, group regional artistic styles as sources of inspiration for a variety of ceramic forms.</p>	<ul style="list-style-type: none"> • Students will write a four step critique of an outstanding ceramic form. • Lecture/class discussion • Text/Supplemental readings • Vocabulary/work sheets • Visuals/films, slides Reproductions • Note/sketch book • • Students will make a coil Constructed pot that is inspired in both form and surface by a particular culture • Students will create a slab constructed lidded piece that demonstrates an understanding of a specific style of art • Students will collect, paste and label glazing and forming techniques used by other cultures. 	<ul style="list-style-type: none"> • Flexibility in solutions to creative problems based upon a students skill level. • Vocabulary sheets 	<p>Notebooks Mid Term Exam (Benchmark)</p> <p>Formative Pre-sketches of the ceramic form. Individual/group critiques. Teacher Observations</p> <p>Summative Written/oral reports Quizzes/tests Notebooks Final Exam</p>	<p>Entire School Year</p>
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