

New Jersey Core Curriculum Content Standard Area: Visual Arts

Topic/Course: Ceramics II

Grades: 10, 11, 12

Date: August 2012

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 The Creative Process 1.4 Aesthetic Responses & Critique Methodologies</p> <p>How can an understanding of the elements and principles of art be used to develop a piece of artwork?</p> <p>Why do we critique artwork?</p>	<p>1.1.12.D.1 1.4.12.B.1, 2, 3</p> <ul style="list-style-type: none"> Students will review the elements and principles of art and learn how to use them to critique artists' work. 	<ul style="list-style-type: none"> Laptop/overhead presentation of ceramic images <ul style="list-style-type: none"> Teacher led discussions regarding artists' use of the elements and principles Student activity identifying the elements and principles of art exemplified in given artworks 	<ul style="list-style-type: none"> Diversified strategies Handouts if applicable Modified assignments if applicable 	<p>Formative</p> <ul style="list-style-type: none"> Teacher feedback at regular intervals throughout discussions and activities <p>Summative</p> <ul style="list-style-type: none"> Written elements and principles activity Journal entry regarding the application of the elements and principles <p>Benchmark</p> <ul style="list-style-type: none"> Exams include information regarding the elements and principles. 	<p>2 day activity and ongoing application throughout the year</p>

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<p>1.4 Aesthetic Responses & Critique Methodologies</p> <p>What subject related vocabulary do we need in order to communicate effectively about artwork, ceramic techniques, and ceramic processes?</p>	<p>1.4.12.A.4</p> <ul style="list-style-type: none"> Students will develop a solid working vocabulary that is applicable to the coursework. 	<ul style="list-style-type: none"> Teacher demonstrations, videos / images (overhead projector and laptop), and/or student practice to make the vocabulary more meaningful Vocabulary lists/handouts Student activities applying the vocabulary to ceramic work 	<ul style="list-style-type: none"> Diversified strategies Handouts if applicable Modified assignments if applicable 	<p>Formative</p> <ul style="list-style-type: none"> Teacher feedback provided to students on a regular basis as they apply their new vocabulary <p>Summative</p> <ul style="list-style-type: none"> Quizzes <p>Benchmark</p> <ul style="list-style-type: none"> Exams include the vocabulary from each unit. 	<p>Throughout the school year</p>
<p>1.1 The Creative Process 1.2 History of the Arts and Culture 1.3 Performance 1.4 Aesthetic Responses & Critique Methodologies</p> <p>How can we use surface decoration to enhance a ceramic piece?</p> <p>What surface decoration techniques are synonymous with certain</p>	<p>1.1.12.D.2 1.2.12.A.1 1.3.12.D.1, 2, 5 1.4.12.A.1</p> <ul style="list-style-type: none"> Students will gain an understanding of different types of surface decoration methods for clay. Students will gain an understanding of how different cultures are synonymous with different surface 	<ul style="list-style-type: none"> Teacher led discussions Laptop presentations of images and videos that demonstrate surface decoration techniques in clay Teacher demonstrations Student experimentation with surface decoration techniques and journaling about experiences Vocabulary lessons on surface decoration techniques that tie to the students' actual experience with the clay Handouts regarding artists' 	<ul style="list-style-type: none"> Diversified strategies Handouts if applicable Modified assignments if applicable 	<p>Formative</p> <ul style="list-style-type: none"> Teacher provides students with feedback as they experiment with surface decoration techniques. Group discussions regarding the techniques <p>Summative</p> <ul style="list-style-type: none"> Quizzes – processes and vocabulary Application of 	<p>One week for the unit; information will be used by students throughout the year</p>

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cultures?	decoration techniques. <ul style="list-style-type: none"> Students will learn to make decisions about what surface decoration techniques are appropriate for their work. 	use of surface decoration <ul style="list-style-type: none"> Students write short reaction papers 		techniques to student projects (rubrics, handouts, checklists) <ul style="list-style-type: none"> Short reaction papers Journal entries Benchmark <ul style="list-style-type: none"> Exams include the vocabulary from each unit. 	
1.1 The Creative Process 1.2 History of the Arts and Culture 1.3 Performance 1.4 Aesthetic Responses & Critique Methodologies How can we use glazes, slips, and underglazes to enhance our ceramic work? What types of glaze problems could we encounter and how can	1.1.12.D.2 1.2.12.A.1 1.3.12.D.1, 2, 5 1.4.12.A.1 <ul style="list-style-type: none"> Students will gain an understanding of different methods of applying color to ceramics (e.g. inlaying, colored clays, colored slips, underglazes, and glazes). Students will learn techniques for 	<ul style="list-style-type: none"> YouTube videos of different glazing techniques Teacher demonstrations Student application of techniques in each of their projects Presentations highlight how different cultures applied color techniques Color theory activities Journal entries Handouts and/or videos showing artists using ceramic colors in a variety of ways <ul style="list-style-type: none"> Students write short reaction papers 	<ul style="list-style-type: none"> Diversified strategies Handouts if applicable Modified assignments if applicable 	Formative <ul style="list-style-type: none"> Teacher provides students with feedback as they experiment with applying color to their ceramic work. Group discussions regarding the techniques Summative <ul style="list-style-type: none"> Quizzes Short reaction papers Journal entries 	One week for the unit; information will be used by students throughout the year

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<p>they be remedied?</p> <p>How can knowledge of color theory improve our ceramics work?</p>	<p>applying color (e.g. sponging, brushing, spattering, masking, paper resist, wax resist, slip trailing, and sgraffito).</p> <ul style="list-style-type: none"> • Students will learn to decide what techniques are most appropriate for their work. • Students will gain an understanding of different glazing problems and solutions. • Students will gain a basic understanding of color theory and how it can be applied to ceramics. 			<p>Benchmark</p> <ul style="list-style-type: none"> • Exams include information regarding color theory. • Exams include information regarding glazing and other ceramic coloring methods, processes, and glazing problems / solutions. 	
<p>1.2 History of the Arts and Culture</p> <p>1.4 Aesthetic Responses & Critique Methodologies</p> <p>How is the work in the</p>	<p>1.2.12.A.1</p> <p>1.4.12.A.4</p> <ul style="list-style-type: none"> • Students will learn how the work in the studio is fired. • Students will 	<ul style="list-style-type: none"> • Teacher led discussions • Videos of different firing techniques <ul style="list-style-type: none"> ○ Vocabulary sheets that correspond to the firing methods show in the videos. 	<ul style="list-style-type: none"> • Diversified strategies • Handouts if applicable • Modified assignments if applicable 	<p>Formative</p> <ul style="list-style-type: none"> • Class participation in discussions <p>Summative</p> <ul style="list-style-type: none"> • Journal entries • Quizzes 	<p>One week for the unit; information will be used by students throughout the year</p>

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ceramics studio fired? What other firing processes exist? Why do artists choose certain firing techniques for their work?	understand different firing techniques and kiln atmospheres. • Students will gain an understanding of the different firing temperatures that are used for various clay bodies, atmospheres, and glazes.	<ul style="list-style-type: none"> • Teacher demonstrations of kiln loading and firing • Journal entries 		Benchmark <ul style="list-style-type: none"> • Exams include information regarding firing processes that we discussed in the unit. 	
1.1 The Creative Process 1.2 History of the Arts and Culture 1.3 Performance 1.4 Aesthetic Responses & Critique Methodologies How can we improve our ceramic work by developing more advanced skills in the pinch, coil, and slab methods?	1.1.12.D.1, 2 1.2.12.A.1, 2 1.3.12.D.1, 2, 3, 5 1.4.12.B.1, 2, 3 <ul style="list-style-type: none"> • Students will learn to decide what types of hand building methods are best for different projects. • Students will improve their handbuilding techniques. • Students will learn to solve technical building problems. 	<ul style="list-style-type: none"> • Teacher demonstrations • Videos, images, and physical examples of hand built ceramic work (laptop / overhead projector) <ul style="list-style-type: none"> ○ Different time periods and cultures emphasized • Teacher provides individual and group demonstrations of handbuilding techniques. • Journal entries • Handouts and/or videos regarding handbuilding techniques <ul style="list-style-type: none"> ○ Students write short reaction papers • Students create clay projects using a variety of hand building techniques. 	<ul style="list-style-type: none"> • Diversified strategies • Handouts if applicable • Modified assignments if applicable 	Formative <ul style="list-style-type: none"> • Teacher will provide regular feedback during each stage of the process. <ul style="list-style-type: none"> ○ Teacher will guide students' thinking while encouraging them in the creation of original work. • Class discussion at each stage of the creative process Summative <ul style="list-style-type: none"> • Sketches 	Throughout the year

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				<ul style="list-style-type: none"> • Brainstorming activities • Short reaction papers • Clay project (rubrics, checklists, handouts) • Journal entries • Tests/Quizzes <p>Benchmark</p> <ul style="list-style-type: none"> • Exams will include information about handbuilding techniques. 	
<p>1.1 The Creative Process 1.2 History of the Arts and Culture 1.3 Performance 1.4 Aesthetic Responses & Critique Methodologies</p> <p>Why do we study art history?</p>	<p>1.1.12.D1, 2 1.2.12.A.1, 2 1.3.12.D.1, 2, 4, 5 1.4.12.A.1, 2, 3, 4</p> <ul style="list-style-type: none"> • Students will become familiar with various art movements and prominent artists. • Students will create projects in the spirit of these artists and art movements. 	<ul style="list-style-type: none"> • Video and image presentations (laptop / overhead projector) of artwork that reflects different art movements • Teacher demonstrations • Teacher provides individual and group demonstrations of handbuilding techniques. • Journal entries • Students create clay projects that are inspired by art 	<ul style="list-style-type: none"> • Diversified strategies • Handouts if applicable • Modified assignments if applicable 	<p>Formative</p> <ul style="list-style-type: none"> • Teacher will provide regular feedback during each stage of the process. <ul style="list-style-type: none"> ○ Teacher will guide students' thinking while encouraging them in the creation of original work. 	<p>Throughout the year</p>

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		history.		<ul style="list-style-type: none"> Class discussion at each stage of the creative process Summative <ul style="list-style-type: none"> Sketches Brainstorming activities Short reaction papers Clay project (rubrics, checklists, handouts) Journal entries Tests/Quizzes Benchmark <ul style="list-style-type: none"> Exams will include information about handbuilding techniques. 	
1.1 The Creative Process 1.2 History of the Arts and Culture 1.3 Performance 1.4 Aesthetic Responses & Critique Methodologies	1.1.12.D.1 1.2.12.A.1, 2 1.3.12.D.2, 5 1.4.12.A.4 1.4.12.B.2, 3 <ul style="list-style-type: none"> Students will gain experience throwing 	<ul style="list-style-type: none"> Teacher demonstrations for the entire class and for individual students at their potter’s wheel. YouTube videos showing other artists at work on the potter’s wheel (laptop / 	<ul style="list-style-type: none"> Diversified strategies Handouts if applicable Modified assignments if applicable 	Formative <ul style="list-style-type: none"> Teacher feedback on a daily basis while students work on the potter’s wheel Repeated 	2-3 weeks

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<p>What is the historical significance of the potter's wheel?</p> <p>How has the potter's wheel affected the art of ceramics?</p> <p>What are the steps in the throwing process?</p> <p>How has the use of the potter's wheel changed over time and in different cultures?</p>	<p>on the potter's wheel.</p> <ul style="list-style-type: none"> • Students will understand the basic steps in the throwing process. • Students will gain an understanding of the historical significance of the potter's wheel. 	<p>overhead projector)</p> <ul style="list-style-type: none"> • Presentations on how different cultures used the potter's wheel • Critique of artists' wheel thrown work (laptop / overhead projector) • Students will practice skills on the potter's wheel for about two weeks. During this time they will be given a participation grade for making reasonable attempts to create the forms while working for the entire period. <ul style="list-style-type: none"> ○ If a student expresses a strong desire to continue on the potter's wheel for project work, then this will be considered based upon his skills and effort. • Handouts and/or videos regarding wheel throwing techniques <ul style="list-style-type: none"> ○ Students write short reaction papers • Journal entries 		<p>demonstrations as necessary for individual students and the class as a whole</p> <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Journal entries • Short reaction papers • Daily grade for participation on the potter's wheel <p>Benchmark</p> <ul style="list-style-type: none"> • Exams will include information about the history of the potter's wheel, throwing techniques, artists discussed in the unit, and other related vocabulary. 	