

New Jersey Core Curriculum Content Standard Area: Visual Arts

Topic/Course: Ceramics Studio

Grades: 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 1.2 History of the Arts and Culture 1.3 Performance</p> <p>What can we learn from other artists that can help to improve our own artwork?</p> <p>How does an analysis of an artist’s work (using the elements and principles of art and the critique process) allow us to more clearly understand the artist’s concept, process, and techniques?</p>	<p>1.1.12.D.1, 2 1.2.12.A.1, 2 1.3.12.D.1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> • Students will learn to describe artwork using appropriate terminology. • Students will learn to look at other artists for inspiration in their own work. • Students will learn how to reflect upon their own finished work in order to improve their work in the future. 	<ul style="list-style-type: none"> • Teacher led discussions • Handout and laptop overhead presentation demonstrating the requirements of the student PowerPoint assignment <ul style="list-style-type: none"> ○ Students will create a PowerPoint presentation on four artists that they admire (ceramics or other media). They will provide a brief biography of each artist, information on the artistic movement(s) that may have affected his work, and images of the artist’s work. ○ Students will explore artists from different cultures. • Students will create an original clay project that is inspired by one of the artists from their presentation. <ul style="list-style-type: none"> ○ Students will make sketches and discuss creative and technical 	<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. • Class discussion at each stage of the creative process <p>Summative</p> <ul style="list-style-type: none"> • PowerPoint presentation (both the digital file and the presentation will be graded) 	<p>½ marking period</p>

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		<p>plans with the teacher before moving forward with their clay work.</p> <ul style="list-style-type: none"> ○ Students will use a variety of advanced hand building techniques and/or the potter’s wheel (if they are proficient). ○ Students will apply glazes that enhance the forms. ○ Students will write journal entries throughout the unit. 		<ul style="list-style-type: none"> ● Sketches ● Brainstorming activities ● Clay project (rubrics, checklists, handouts) ● Journal entries <p>Benchmark</p> <ul style="list-style-type: none"> ● Exams will include information on the ceramic processes used in the unit and artists that were discussed. ● Exams will include subject related vocabulary introduced throughout the unit. 	

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<p>1.1 The Creative Process 1.4 Aesthetic Responses & Critique Methodologies</p> <p>Why is it important to analyze the elements and principles of art in a work of art?</p> <p>Why do we have a formal method for critiquing artwork?</p>	<p>1.1.12.D.1 1.4.12.B.1, 2, 3</p> <ul style="list-style-type: none"> • Students will expand their knowledge of the elements and principles of art. • Students will learn a formal method for critiquing artwork. 	<ul style="list-style-type: none"> • PowerPoint presentation of artwork and discussion of the elements and principles that are evident in the work • Handout of the formal method of critiquing artwork • Discussion of how to write a formal critique of artwork <ul style="list-style-type: none"> ○ Students will practice written critiques with sample 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 as students evaluate and critique artwork <p>Summative</p> <ul style="list-style-type: none"> • Elements and principles review quiz • Journal entries • Written analysis of artwork using the critique process <p>Benchmark</p> <ul style="list-style-type: none"> • Exams will include critical analysis of artwork and the application of the elements and principles in writing. 	<p>1 week to develop the process; apply critique method throughout the year</p>

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<p>1.1 The Creative Process 1.2 History of the Arts and Culture 1.3 Performance 1.4 Aesthetic Responses and Critical Methodologies</p> <p>How does art express emotions?</p> <p>What is Expressionism and who were the leading artists of that movement?</p> <p>What is Abstract Expressionism?</p>	<p>1.1.12.D.1 1.2.12.A.1 1.3.12.D.1, 2, 3, 4, 5 1.4.12.A.2, 4 1.4.12.B.1, 2, 3</p> <ul style="list-style-type: none"> • Students will be able to identify expressionism in artwork. • Students will be able to describe the emotional impact of artwork (written/orally). • Students will learn to convey emotions in their own artwork. 	<ul style="list-style-type: none"> • PowerPoint presentation of Expressionist artists <ul style="list-style-type: none"> ○ Teacher led discussion about emotions that are conveyed in their work. • Presentations showing Abstract Expressionists and discussion of artwork • Students will work in small groups viewing images of artworks and interpreting the feelings/emotions that the artist is trying to express. • Students will use line, shape, and color to abstractly convey different emotions in two dimensions. • Students write short reaction papers after reading articles about artists and art trends. • Students will create an original ceramic piece that conveys emotion. <ul style="list-style-type: none"> ○ Students will make sketches and discuss creative and technical plans with the teacher before moving forward with their clay work. ○ Students will use a variety 	<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. • Class discussion at each stage of the creative process <p>Summative</p> <ul style="list-style-type: none"> • Sketches • Brainstorming activities • Reaction papers – current trends in ceramics, artist interviews, and/or other art 	<p>½ marking period</p>

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		<p>of advanced hand building techniques and/or the potter’s wheel (if they are proficient).</p> <ul style="list-style-type: none"> ○ Students will apply glazes that enhance their forms. ● Students will write journal entries throughout the unit. 		<p>information</p> <ul style="list-style-type: none"> ● Clay project (rubrics, checklists, handouts) ● Journal entries ● Tests/Quizzes about expressionism, abstract expressionism, and the artists that were prominent in the movements. <p>Benchmark</p> <ul style="list-style-type: none"> ● Exams will include information about expressionism, abstract expressionism, and the artists who were prominent in the movements. 	
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<p>1.1 The Creative Process 1.2 History of the Arts and Culture 1.3 Performance 1.4 Aesthetic Responses and Critical Methodologies</p> <p>Does art have to tell a story?</p> <p>How has story telling in art changed over time?</p>	<p>1.1.12.D.1 1.2.12.A.1 1.3.12.D.1, 2, 3, 4, 5 1.4.12.A.2, 4 1.4.12.B.1, 2, 3</p> <ul style="list-style-type: none"> • Students will become familiar with the story telling nature of art over different time periods and in different cultures. • Students will learn to interpret stories in artwork. • Students will learn to tell a story through their own artwork. 	<ul style="list-style-type: none"> • PowerPoint presentation showing examples of artwork in which the artist tells a story <ul style="list-style-type: none"> ○ Students discuss in small groups and write journal reactions • Students will create an original ceramic piece that tells a story. <ul style="list-style-type: none"> ○ Students will make sketches and discuss creative and technical plans with the teacher before moving forward with their clay work. ○ Students will use a variety of advanced hand building techniques and/or the potter’s wheel (if they are proficient). ○ Students will apply glazes that enhance their forms. • Students will write journal entries throughout the unit. 	<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. • Class discussion at each stage of the creative process <p>Summative</p> <ul style="list-style-type: none"> • Sketches • Brainstorming activities • Clay project (rubrics, checklists, handouts) • Journal entries 	<p>½ marking period</p>

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				<ul style="list-style-type: none"> • Reaction papers – current trends in ceramics, artist interviews, and/or other art information • Quizzes on artists and their story telling methods. Benchmark <ul style="list-style-type: none"> • Exams will include information about the artists discussed and their story telling methods. 	
1.1 The Creative Process 1.2 History of the Arts and Culture 1.3 Performance 1.4 Aesthetic Responses and Critical Methodologies How can other art forms such as music, dance,	1.1.12.D.1, 2 1.2.12.A.1, 2 1.3.12.D.1, 2, 3, 4, 5 1.4.12.A.1, 2, 3, 4 1.4.12.B.1, 2, 3 <ul style="list-style-type: none"> • Students will look at the impact that the performing arts, visual arts, and literature 	<ul style="list-style-type: none"> • Teacher PowerPoint and YouTube presentations of images and videos of performance artists. • Teacher PowerPoint presentation on literary works such as poems that can inspire artwork. • Handouts and video interviews of artists in 	<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 	½ marking period

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<p>theater, and literature be reflected in our ceramic work?</p> <p>How have the visual, performing, and literary arts affected people’s lives over time?</p>	<p>have had on society in different cultures.</p> <ul style="list-style-type: none"> ● Students will be able to draw inspiration from the performing or written arts in order to develop an original concept for a ceramic artwork. ● Students will learn the techniques of artists in various disciplines. 	<p>various disciplines.</p> <ul style="list-style-type: none"> ○ Student journal entries, short reaction papers, and group discussions on the interviews and articles. ● Students will research an artist in each of the following areas: music, theater, dance, and literature. <ul style="list-style-type: none"> ○ Students will write an essay on the artist’s work and the impact that the artist has had in his field and across other fields. ● Students will create an original ceramic piece that is clearly inspired by one of the art forms that we discussed. <ul style="list-style-type: none"> ○ Students will make sketches and discuss creative and technical plans with the teacher before moving forward with their clay work. ○ Students will use a variety of advanced hand building techniques and/or the potter’s wheel (if they are proficient). ○ Students will apply glazes that enhance their forms. 		<p>while encouraging them in the creation of original work.</p> <ul style="list-style-type: none"> ● Class discussion at each stage of the creative process <p>Summative</p> <ul style="list-style-type: none"> ● Short research paper on artists in various disciplines ● Journal entries ● Sketches ● Brainstorming activities ● Clay project (rubrics, checklists, handouts) ● Tests/Quizzes will include information about artists in various fields. 	
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		<ul style="list-style-type: none"> Students will write journal entries throughout the unit. 		Benchmark <ul style="list-style-type: none"> Exams will include information about basic methods in performing and literary arts and about prominent artists in these fields. 	
1.1 The Creative Process 1.2 History of the Arts and Culture 1.3 Performance 1.4 Aesthetic Responses and Critical Methodologies How can current events affect art? Can art change the way that society views an issue?	1.1.12.D.1 1.2.12.A.1 1.3.12.D.1, 2, 3, 4, 5 1.4.12.A.2, 4 1.4.12.B.1, 2, 3 <ul style="list-style-type: none"> Students will be able to analyze artwork that makes a statement about an issue. Students will be able to look to political and social topics for inspiration in the creation of artwork. 	<ul style="list-style-type: none"> Teacher PowerPoint and YouTube presentations (images and videos) of artists whose work relates to current issues. (e.g. Rauschenberg) <ul style="list-style-type: none"> Students will discuss and journal about the work. Students will see how different cultures have used art to make a statement. Handouts about artists who make a statement about current events in their work <ul style="list-style-type: none"> Students write short reaction papers Students will create an 	<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 	½ marking period

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		<p>original ceramic piece about a political or social issue/movement (appropriate for school and teacher approved).</p> <ul style="list-style-type: none"> ○ Students will make sketches and discuss creative and technical plans with the teacher before moving forward with their clay work. ○ Students will use a variety of advanced hand building techniques and/or the potter’s wheel (if they are proficient). ○ Students will apply glazes that enhance their forms. ● Students will write journal entries throughout the unit. 		<p>at each stage of the creative process</p> <p>Summative</p> <ul style="list-style-type: none"> ● Reaction papers – current trends in ceramics, artist interviews, and/or other art information ● Journal entries ● Sketches ● Brainstorming activities ● Clay project (rubrics, checklists, handouts) ● Tests/Quizzes will include information about artists discussed in the unit. <p>Benchmark</p> <ul style="list-style-type: none"> ● Exams will include information 	
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				about artists that we discussed in this unit.	
<p>1.1 The Creative Process 1.2 History of the Arts and Culture 1.3 Performance 1.4 Aesthetic Responses and Critical</p> <p>How can we, as artists, use our memories and experiences to develop and enhance our artwork?</p>	<p>1.1.12.D.1 1.2.12.A.1 1.3.12.D.1, 2, 3, 4, 5 1.4.12.A.2, 4 1.4.12.B.1, 2, 3</p> <ul style="list-style-type: none"> • Students will learn to look to their own experiences as inspiration for their artwork. • Students will learn to translate experiences into original symbols in their artwork. 	<ul style="list-style-type: none"> • Brainstorming activities regarding memories that can be used to create artwork (appropriate for school) • Activities (2D and 3D) that help to translate these memories into original symbols • Students will create an original ceramic piece that reflects a personal memory or experience (appropriate for school and teacher approved). <ul style="list-style-type: none"> ○ Students will make sketches and discuss creative and technical plans with the teacher before moving forward with their clay work. ○ Students will use a variety of advanced hand building techniques and/or the potter’s wheel (if they are proficient). 	<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. • Class discussion at each stage of the creative process <p>Summative</p> <ul style="list-style-type: none"> • Journal entries • Reaction papers 	<p>½ marking period</p>

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		<ul style="list-style-type: none"> ○ Students will apply glazes that enhance their forms. ● Students will write journal entries throughout the unit. 		<ul style="list-style-type: none"> – current trends in ceramics, artist interviews, and/or other art information ● Sketches ● 3D activities with clay to generate ideas ● Clay project (rubrics, checklists, handouts) ● Tests/Quizzes on techniques, processes, and vocabulary discussed in the unit <p>Benchmark Exams will include information about artists and the ceramic processes discussed in the unit.</p>	

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1.4 Aesthetic Responses & Critique Methodologies What subject-related vocabulary do we need in order to communicate effectively about our work and the work of other artists?	1.4.12.A.4 <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, and/or student practice to make the vocabulary more meaningful Vocabulary lists/handouts/activities 	<ul style="list-style-type: none"> Notes for quizzes if needed 	Formative <ul style="list-style-type: none"> Teacher feedback provided to students as they apply their new vocabulary to the subject matter Summative <ul style="list-style-type: none"> Vocabulary tests Benchmark <ul style="list-style-type: none"> Exams will test subject area vocabulary 	Through ut the school year