

Department and Course Alignment
Instructional Calendars

Subject Fine Arts				Course Name Advanced Ceramics			
Time Frame	Standards/ Big Idea (power standards)	Unit/Topic Essential Questions	Formative Assessments STARTING		Summative Assessments MASTERED	District Adopted Resources	Vocabulary Essential to Know
September	Reviewing the basic concepts of clay and hand building. Hand built cup with pulled handle. Reviewing basic wheel techniques: centering clay, Throwing tall and wide projects. Soup bowls.	How can we use simple forms and surface decoration to define and move in space? Using basic glaze techniques.	Regaining throwing skills; student should be able to easily center and pull a wall that is consistent, thin and has a deliberate shape. Pulling handles Cutting a foot ring. Creating a project with a two or three color glaze. Using under glazes and stains.		Creating projects with deliberated shapes complimented with deliberate glazes. Creating a project with a two or three color glaze. Using under glazes and stains. These projects will be shown on a website where students make weekly work blog, a grading blog, and a gallery	Discovering Art History, Third Edition, Gerald F. Brommer	Space, form, pattern, composition rhythm, negative space, color. Names of tools, machines and stages of clay. Wedging, kiln, bisque, glaze.
October	Set of three bowls, either nesting or matching. Students will continue to experiment with learn new glaze techniques	Planning a deliberate shape and size for a bowl, and being able, through practice, to get what you plan.	Using descriptive language to describe projects and deductive thinking to come to a conclusion about the art elements shown.		Do the bowls match or fit together? Did the student achieve what he/she planned? Does the glaze pattern of each bowl match or compliment the others?	<i>Discovering Art History, Third Edition, Gerald F. Brommer</i>	Function, set, tangent to the curve – other words to describe curves in space and how color sits on form.

			This will be done on the blog reporting on weekly progress as well as assessing finished work.				
First Term Common Assessment							
November	Making two pieces fit together – a lidded project. Mixing glazes or helping run the kilns and equipment.	Being able to throw two matching pieces, bowl and lid in one session using a caliper to measure and make sure they fit. Fundamentals of glaze mixing and kiln operation	Parts should fit well together. As always we will be looking for the elements of good design; form following function, interesting, colorful and creative design. Glazes should be applied with skill and compliment the form.		A variety of lids are available to a student now, design choices can be made to express student's ideas. Their decision making process will be explained in writing on the students' blog.	<i>Discovering Art History, Third Edition, Gerald F. Brommer</i>	Students will start exploring themes in art in order to think about what their work expresses.
December	Combination wheel and hand built project. Also a choice project.	Combining skills from both hand building and wheel throwing to create a larger and more complex project. Students will be required to plan ahead and follow the plans. In the choice project the student will	The finished project will be judged for quality of construction as compared to the given set of criteria: as already laid out by the student. Glaze design should fit		Personal use of design on a functional project. This will be measured in the students' blogs – and they will begin to work on a theme statement that will culminate into a semester presentation from their website.	<i>Discovering Art History, Third Edition, Gerald F. Brommer</i>	Expression of ideas through visual language. Explore the difference between art elements, motif and theme.

		use skills they have learned to express their own ideas.	the overall design of the projects. In looking at the choice project a student will have to articulate their goals in writing on their blog both in terms of craft and creativity and decide how well they have met them				
January	Making two pieces fit together – a multi-wheel project, i.e. teapot or pedestal bowl. Also a choice project.	A multi-wheel project, i.e. a teapot, requires planning to fit four parts, all made separately, together. The body, spout, lid, and handle. Students must plan carefully.	The multi-wheel project will become a unified piece and show personal and strong design qualities.		Students will blog about their process and progress and finally about the finished project. They will use descriptive words as well as be able to describe the projects' design and thematic elements. At the end of the semester they will make a presentation from their website to the class describing their theme.	<i>Discovering Art History, Third Edition,</i> Gerald F. Brommer	Classical, modernism, narrative, symbolism, abstract, random pattern
2 nd Term Common Assessment							
February							
March							

3 rd Term Common Assessmen t							
April							
May							
June							
4 th Term Common Assessmen t							