

East EPO Course Overview for Studio in Ceramics and Sculpture 1: Donlon

Disciplinary long-term transfer goals aligned with mission/vision:

- 1 - Students will be able to independently use their learning to develop creative problem solving skills in the making of art as a self expressive tool.
- 2 - Students will be able to independently use their learning to be able to speak critically about art utilizing art language and the importance of presenting their art.
- 3 - Students will be able to independently use their learning to understand different communities, cultures, and values through their art - appreciation of art

Pacing Guide:

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
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Unit 1 Ritual	Unit 2 Identity	Unit 3 Honor	Unit 4 Symbolism	Unit 5 Tension/ Balance
Thinking/Rationale/D esign Notes: Introduction project that focuses on 2d shape to 3d form. Cube or origami <u>Pinch Pot</u> -Clay terms -Studio Safety/ Storage -Clay Signature  	Thinking/Rationale/D esign Notes: <u>Coil</u> Functional vs Sculptural; Organic vs Geometric -Glaze  	Thinking/Rationale/D esign Notes: <u>Plaster Mask</u> -Mold -Priming surface -Line quality/ color -Symbolism -Sharpie  	Thinking/Rationale/D esign Notes: <u>Relief</u> Hand Slab Sculpture -Build up -Carve in -Rub and Buff or underglaze  Extension: Slab mug (U4 or 5) 	Thinking/Rationale/D esign Notes: <u>Wood/ mixed media</u> Intro to Wheel Throwing -Individual pull out lessons -Digital Portfolio on Google Classroom   *2025 introduce reductive flora form unit

Unit Overviews

Unit:1 Ritual	Understandings:	Essential Questions:
VA:Pr6.1.HSI Analyze and describe the effect that an exhibition or collection has on personal and cultural awareness and understanding. VA:Cn10.1.HSI Document the process of developing ideas; from early stages to full elaboration.	Effective studio spaces have a procedure and designated areas to hold and obtain materials in order to ensure good productivity and outcome. Clay has been indispensable in architecture, in industry and in agriculture from prehistoric times and in everyday life. Artists express and develop individual identities and make worldly connections through creating art.	Why is maintaining a studio space vital to your success in this class? What health and safety hazards are present in a ceramic studio if it is not maintained properly? What are the attributes of clay that make it popular for use throughout history? How has your own identity been influenced by the outside world?
Transfer Goal: Students will be able to independently use their learning to develop creative problem solving skills in the making of art as a self expressive tool.		
CEPT/Performance Task: Students will study different shapes and forms and look at the work of current ceramic artists using different sculptural construction methods. Students will create a cube that uses targeted questions that highlights the uniqueness of each scholar. They will develop sketches and create a final 3D piece. Students will receive feedback for revisions and will be shown models of past students work as well as viewing teacher demonstrations. Scholars will look at Rituals throughout ceramics and create a pinch pot that pulls an idea from their cube sculpture. This will all come together in a critique. Criteria for Success: -Took time to develop idea and complete project - Construction of sculpture -Personal Connection -Good use of class time -Shows skills using specific material -Techniques employed to enhance art -Work is kept neat/ complete – Craftsmanship -Participation in a formal critique Graduation success Criteria ● Demonstrating understanding of a challenge or problem through creative solutions that connect to bigger ideas. ● Makes strategic decisions for solutions knowing skills, understandings and self/identity/ personality/ interests. ● Thoughtfully engages in a process that refines ideas and skills through sketches, self reflection and feedback. ● Demonstrates craftsmanship using specific media. ● Reflection of creative process is detailed and descriptive, providing insight on both the process and possible transfer of understanding and skills.		

Unit:2 Identity	Understandings:	Essential Questions:
VA:Cr1.2.HSII Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions VA:Pr4.1.HSII Analyze, select, and critique personal artwork for a collection or portfolio presentation. VA:Cn11.1.HSI Investigate ways that art and design from one culture or time period can influence artists and designers from a different culture or time period.	In working with mediums there are certain techniques that are critical to the structure of a piece. Identity: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments People gain insights into meanings of artworks by engaging in the process of art criticism.	How does art enable us to explore identity? Does function determine form or form determine function? <u>Guiding Questions:</u> Why is the coil technique used for creating forms? What are the different characteristics of decorative and functional sculptures? Describe the different qualities of organic vs geometric form... Why is the critique process an important part of art education?
Transfer Goal: Students will be able to independently use their learning to be able to speak critically about art utilizing art language and the importance of presenting their art.		
CEPT/Performance Task: Scholars will learn about the traditional method of creating forms using coils. They will study organic vs geometric forms and the history of creating vessels. Students will build skills and focus on craftsmanship in creating their structure. Traditional coil vase: Students will have daily teacher check ins to allow for targeted intervention. Final rubric will be given to each scholar so they may assess themselves. The Project's traditional vase should be able to hold water to test to see if each layer was attached properly. Identity Symbolic coil vase/ Key/ Critique: Students will use knowledge from traditional coil vase to create a second piece that incorporates more intricate coils based on identity. Students will include decorative and symbolic coils into their final piece and can introduce negative space. A key will be created to help identify the symbols incorporated into the piece. At the final critique students will compare both vases they created in a gallery style critique. Students will fill out Rubric to self assess. CEPT - Students will photograph their final coil pieces and will submit them to the teacher to be displayed on East High Schools Mosaic Magazine for the entire student population to see. Criteria for Success: -Good use of class time -Shows skills using specific material -Techniques employed to enhance art -Work is kept neat/ Complete		

- Craftsmanship
- Glazed/ painted finished pieces
- Participation in critiques

Unit:3 Honor	Understandings:	Essential Questions:
VA:Cr2.3.HSIII Demonstrate in works of art or design how visual culture and material culture define, shape, enhance, inhibit, and/or empower people's lives.	Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Visual imagery influences understanding of and responses to the world. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	How do artists and designers care for & maintain materials, tools, & equipment? What responsibilities come with the freedom to create? Where and how do we encounter images in our world? How do images influence our views of the world? How does making art attune people to their surroundings?

Transfer Goal: Students will be able to independently use their learning to understand different communities, cultures, and values through their art - appreciation of art

Performance Task:

Students will [create a mask](#) honoring a special person in their life. They will learn about the concept of Día de Muertos and Honoring and paying tribute to a person as well as other historical masks from different cultures. Students will develop ideas and sketches to describe the concept behind their piece and identify symbols that represent the person they are honoring.

Students will focus on detail, form, balance, and unity in creating their pieces. Students will show skill using plaster and creating 3D Elements. Pieces should show cohesion which can be shown through overall design, using the mold and color scheme.

Criteria for Success:

- Must be constructed with plaster strips- minimum 2 layers smoothed out
- Coated surface with Gesso mixture
- Sculptural element connected to symbol created and attached with plaster- can use support materials to help build up
- Details and symbolism will be added with sharpie marker
- Student worked every day for the entire period without a reminder.
- Didn't rush through the project (first one done isn't the best).
- Cleaned up adequately and at the appropriate time each day.
- Took responsibility for their project, work area, and respected the projects and work areas of others.

Connecting artistic ideas and work to societal, historical and cultural experiences and themes and make personal meaning of it through their art and art of others.

1. Accurately describes an understanding of the societal, historical or cultural context of either a given artwork/artist/movement.
2. Creates multiple, unique ideations that show a tie between different societal, historical or cultural themes provided and an artistic interpretation.
3. Artwork created shows the artist's own interpretation of the societal, historical or cultural theme provided.

Unit:4 Symbolism	Understandings:	Essential Questions:
VA:Cr2.1.HSIII Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. VA:Pr4.1.HSI Analyze, select, and curate art and artifacts for presentation and preservation.	People make connections to art through their everyday life and experiences. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches in ceramics.	What inspires you to get up every day? How can building skills increase confidence in working with clay?

Transfer Goal: Students will be able to independently use their learning to speak critically about art, utilizing art language and demonstrating their understanding of the importance of presenting their art

Performance Task:

We will discuss factors and details about this new media and create 2 or more pieces while learning about slab construction. We will start by experimenting with pressing textures into organic or geometric shapes. These pieces can become bowls or ornaments. We will discuss functional vs decorative pieces and what they can be used for (not food safe). We will then create a piece based on what inspires students in their everyday life. This piece will be cut from their hands and will include gestures, texture and quotes.

Criteria for Success:

- Took time to develop idea and complete project
- Good use of class time
- Shows skills using specific material
- Techniques employed to enhance art
- Work is kept neat/ complete – Craftsmanship
- Participation in a formal critique and [Self Assessment](#)

Criteria for success related to artist reflection:

- Consider critical steps in the creative process
- Clearly describes why the work was created using the anchoring piece
- Uses appropriate unit specific art and academic language

Criteria for success related to presenting art:

- Quality craftsmanship used mounting/matting (attending to color, placement, proportions and...)
- Unified placement of pieces within the display

Unit:5 Tension/ Balance	Understandings:	Essential Questions:
VA:Cr1.2 Process Component: Investigate, Plan, Make Anchor Standard: Generate and conceptualize artistic ideas and work	Creativity and innovative thinking are essential life skills that can be developed. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art and process of art criticism	How does collaboration expand the creative process? How does engaging in creating art enrich people's lives? How does knowing and using the vocabulary of form help us understand and interpret works of art? How does art help us understand the lives of people of different times, places, and cultures?
Transfer Goal: Students will be able to independently use their learning to understand different communities, cultures, and values through their art - appreciation of art		
Performance Task: Students will create a mixed media sculpture after looking at Russian Constructivism art and Abstract Sculptures throughout Art History. Students will experiment with toothpicks in a design challenge. This will help them to gain knowledge and experience with wood and glue and have them start thinking about the steps and process behind creating a wood sculpture. Students will then create their final sculptures playing with tension and balance. They will use the big idea of “breaking free” to create their sculptures. The sculptures will focus on practicality with beauty and looking at tension and balance and complete a self assessment. Completed sculptures will be displayed in the Library to be shared with the EAST community. Photographs will be taken by students to create dynamic images created by strong light source Criteria for Success: Material manipulation, craftsmanship, shape, negative space, form, sculptural integrity. Criteria for success related to artist reflection: - Consider critical steps in the creative process - Clearly describes why the work was created using the anchoring piece - Uses appropriate unit specific art and academic language Criteria for success related to presenting art: - Quality craftsmanship used mounting/matting (attending to color, placement, proportions and...) - Unified placement of pieces within the display		