Ceramics I

Semester Curriculum Map

Ceramics I Digital Portfolio
Term I Essential Questions:

- What does it mean to think like an artist?
- What does the creative process entail?
- What is more important, process or product?
- How can I communicate through my art?

Unit 1	**Building Community Through Personal Identity**	**Terminology/Lessons**	**Core Content Standards**
Sketchbook Identity Collage	Goals: ● Build comfortability in our learning community ● Explore available materials and learn where they are in the room ● Create a meaningful Identity Collage to personalize sketchbooks and learn a bit about who we all are	Elements & Principles Sketchbook Cover Collage Lesson Plan	**Creating** 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. **Connecting** 10. Synthesize and relate knowledge and personal

			experiences to make art. 11. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.
Assessment	Review, respond and synthesize learning	Sketchbook Identity Collage Rubric	**Presenting** 4. Select, analyze and interpret artistic work for presentation 5. Develop and refine artistic techniques and work for presentation 6. Convey meaning through the presentation of artistic work. **Responding** 7. Perceive and analyze artistic work. 8. Interpret intent And meaning in Artistic work. 9. Apply criteria to evaluate artistic work.

Weekly Sketchbook Assignments		Term I Sketchbook Assignments	
Unit 2	**Basic Construction Methods and Glaze Techniques**	**Terminology/Lessons**	**Core Content Standards**
Pinch Method	Pinch Slip & score Intro to tools and studio space Drying stages Finish techniques Hollowing Vent hole Wedging	Pinch Pot Pumpkins Pinch Pot Creature Pinch Pot Vessel/Vase Pinch Pot Abstract Sculpture	**Creating** 1. Generate and conceptualize artistic ideas and work.
Technique Tuesdays!	New products, tools, clay or glaze techniques	Technique Tuesdays Document	**Connecting** 11. .Synthesize and relate knowledge and personal experiences to make art.

Assessment	Review, respond and synthesize learning	Double Pinch Pot Form Rubric	**Presenting** 4. Select, analyze and interpret artistic work for presentation 5. Develop and refine artistic techniques and work for presentation 6. Convey meaning through the presentation of artistic work. **Responding** 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.
Glazing vs. Underglazing & Clear Glazing		Painting Ceramics Info Sheet	**Creating** 1. Generate and conceptualize artistic ideas and work.
Unit 3	**Basic Construction**	**Terminology/Lessons**	**Core Content**

	Methods and Glaze Techniques		**Standards**
Slab Method	Rolling pins Slab sticks Texture Form drape/press molds Wipe back underglaze technique Glaze layering techniques	Rolled or Stamped Texture Hanging Pocket Drape Mold w/ 3 glaze Experiment Nature Imprint Functional Piece	**Creating** 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 4. Convey meaning through the presentation of artistic work. **Connecting** 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works to societal, cultural

Assessment	Review, respond and synthesize learning	Textured Slab Rubric	**Presenting** 4. Select, analyze and interpret artistic work for presentation 5. Develop and refine artistic techniques and work for presentation 6. Convey meaning through the presentation of artistic work. **Responding** 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.
Unit 4	**Basic Construction Methods and Glaze Techniques**	**Terminology/Lessons**	**Core Content Standards**
Coil Method	Coil construction techniques Template	Smooth Coil Pot Decorative Coil Pot Coil Wall Hanging	**Creating** 1. Generate and conceptualize

		Coil Slide deck	artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.
Assessment	Review, respond and synthesize learning	Coil Method Rubric	**Presenting** 4. Select, analyze and interpret artistic work for presentation 5. Develop and refine artistic techniques and work for presentation 6. Convey meaning through the presentation of artistic work. 7. Perceive and analyze artistic work. **Responding** 7. Perceive and analyze artistic work. 8. Interpret intent

			And meaning in Artistic work. 9. Apply criteria to evaluate artistic work.
Unit 5	**Basic Construction Methods and Glaze Techniques**	**Terminology/Lessons**	**Core Content Standards**
Potter's Wheel Method	Wedging Centering Opening Pulling Trimming Griffin grip	First Wheel Experience Lesson Plan	**Creating** 1. Generate and conceptualize artistic ideas and work.
Assessment	Review, respond and synthesize learning	First Wheel Experience Rubric	**Presenting** 4. Select, analyze and interpret artistic work for presentation 5. Develop and refine artistic techniques and work for presentation 6. Convey meaning through the presentation of artistic work. **Responding**

			7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.
Inspiration Piece		Inspiration Piece Lesson Plan	
Assessment	Review, respond and synthesize learning	Inspiration Piece Rubric	**Presenting** 4. Select, analyze and interpret artistic work for presentation 5. Develop and refine artistic techniques and work for presentation 6. Convey meaning through the presentation of artistic work. **Responding** 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work.

			9. Apply criteria to evaluate artistic work.

Term II Essential Questions:

- How does my art relate to my life outside of school?
- How will my art experiences help me learn about myself?
- How do artists assess the quality of their work and how can that help to make my work stronger?
- How can I strengthen my “Studio Habits of Mind” skills?

Unit 1	**Beyond Basic Construction Methods and Glaze Techniques**	**Terminology/Lessons**	**Core Content Standards**

Weekly Sketchbook Assignments		Term II Sketchbook Assignments	
Wheel Thrown Sgraffito Piece	Sgraffito	Wheel Thrown Sgraffito Plate Wheel Thrown Sgraffito Mug Wheel Thrown Sgraffito Bowl	

Assessment	Review, respond and synthesize learning	Wheel Thrown Sgraffito Piece Rubric	**Presenting** 4. Select, analyze and interpret artistic work for presentation 5. Develop and refine artistic techniques and work for presentation 6. Convey meaning through the presentation of artistic work. **Responding** 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.
Unit 2	**Beyond Basic Construction Methods and Glaze Techniques**	**Terminology/Lessons**	**Core Content Standards**
Slab House	Bevel cutter Drying stages Decorative elements templates	Slab House Lesson Plan	

Assessment	Review and synthesize learning	Slab House Rubric	**Presenting** 4. Select, analyze and interpret artistic work for presentation 5. Develop and refine artistic techniques and work for presentation 6. Convey meaning through the presentation of artistic work. **Responding** 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.
Unit 3	**Beyond Basic Construction Methods and Glaze Techniques**	**Terminology/Lessons**	**Core Content Standards**
Inspiration Piece		Inspiration Piece Lesson Plan	
Assessment	Review, respond and synthesize learning	Inspiration Piece Rubric	**Presenting**

			4. Select, analyze and interpret artistic work for presentation 5. Develop and refine artistic techniques and work for presentation 6. Convey meaning through the presentation of artistic work. **Responding** 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.
Unit 4	**Beyond Basic Construction Methods and Glaze Techniques**	**Terminology/Lessons**	**Core Content Standards**
Exit Interview	Student Feedback		**Responding** 7. Perceive and analyze artistic work. 8. Interpret intent And meaning in

			Artistic work. 9. Apply criteria to evaluate artistic work.

Foundations Visual Arts Course Standards

Creating

1. **Generate and conceptualize artistic ideas and work.** Create artistic ideas that reflect characteristics of different artistic movements from different cultures (e.g., study art by different individual 20th century Australian aboriginal artists and choose one as an inspiration for a composition. (F.V.Cr.01)
2. **Organize and develop artistic ideas and work.** Develop multiple plans for producing a piece of artwork prior to selecting one. (F.V.Cr.02)
3. **Refine and complete artistic work.** Refine concepts and content by focusing on a particular principle of design such as emphasis, balance, contrast, or pattern. (F.V.Cr.03)

Presenting

4. **Select, analyze and interpret artistic work for presentation.** Justify choices for curating and presenting artwork for a specific exhibit or event. (e.g., Students complete a proposal for a juried show within the community.) (F.V.P.04)
5. **Develop and refine artistic techniques and work for presentation.** Develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. (F.V.P.05)
6. **Convey meaning through the presentation of artistic work.** Describe how decisions about how an artwork is presented are connected to what the student wants to express, evoke, or communicate. (F.V.P.06)

Responding

7. **Perceive and analyze artistic work**. Analyze the style of an artist, and how it manifests itself in a given artwork. (e.g., examine influences on the artist). (F.V.R.07)

HSS Connection: When studying the Mexican Revolution, students analyze Mexican folk culture and its influence on the life and work of Frida Kahlo. (HSS.USI.T7.05.i)

8. **Interpret intent and meaning in artistic work.** Identify specific elements in a work that connect it to a specific genre or style. (F.V.R.08)
9. **Apply criteria to evaluate artistic work.** Compare and contrast different rubrics or criteria for evaluating artwork. (F.V.R.09)

Connecting

10. **Synthesize and relate knowledge and personal experiences to make art.** Describe what has influenced changes in one's own artistic style and preferences in visual art. (F.V.Co.10)
11. **Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.** Identify the connections between historical and cultural contexts and define stylistic elements of artistic movements (e.g., how the impact of World War II influenced the western art world and shifted focus from Europe to New York City). (F.V.Co.11)

Proficient Visual Arts Course Standards

Creating

1. **Generate and conceptualize artistic ideas and work.** Consistently apply research to support development of artistic ideas (e.g., researching alternative kiln firing techniques to generate innovative approaches to creating a ceramics piece). (P.V.Cr.01)
2. **Organize and develop artistic ideas and work.** Document a plan for an original large scale or multi-step art project (e.g., sketches for an art installation at a playground). (P.V.Cr.02)
3. **Refine and complete artistic work.** Refine an artistic work that builds on previous work by incorporating new materials, constraints, genres, or styles. (P.V.Cr.03)

Presenting

4. **Select, analyze and interpret artistic work for presentation.** Explain how specific techniques were used to evoke, express, or communicate in an artistic work or collection. (P.V.P.04)
5. **Develop and refine artistic techniques and work for presentation.** Contribute to an art show that explores a personally meaningful theme, idea, or concept (e.g., select work to include, provide feedback on presentation ideas). (P.V.P.05)
6. **Convey meaning through the presentation of artistic work.** Modify a two- or three-dimensional installation to align to one's artistic intent after listening to initial viewer comments. (P.V.P.06)

Responding

7. **Perceive and analyze artistic work**. Use contextual and aesthetic information to construct interpretations of an artwork or collection of works. (P.V.R.07)

   HSS Connection: When studying the Harlem Renaissance and the Civil Rights Movement, students analyze the work of Jacob Lawrence and Romare Bearden. (HSS.USII.T4.05)
8. **Interpret intent and meaning in artistic work.** Compare and contrast the artistic elements that make art unique (e.g., compare and contrast how contemporary installation art is different from contemporary realistic portraits). (P.V.R.08)
9. **Apply criteria to evaluate artistic work.** Choose and defend criteria for evaluating artwork. (P.V.R.09)

Connecting

10. **Synthesize and relate knowledge and personal experiences to make art.** Describe how visual arts influences one's approach to other academic disciplines (e.g., how knowledge of changing art movements help contextualize history). (P.V.Co.10)
11. **Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.** Explain the relationship between artworks and commercialization or propaganda (How Norman Rockwell's work, such as "Rosie the Riveter," supported the war effort in World War II). (P.V.Co.11)

Advanced Visual Arts Course Standards

Creating

1. **Generate and conceptualize artistic ideas and work.** Generate original ideas that integrate aesthetic principles with individual personal style while pushing the boundaries of style, genre, medium, and connections. (A.V.Cr.01)
2. **Organize and develop artistic ideas and work.** Document personal strategies used regularly to organize artistic ideas (e.g., sketchbook, visual journal, etc.). (A.V.Cr.02)
3. **Refine and complete artistic work.** Identify, design, and document several ways to address artistic challenges in a work and reflect upon the advantages and disadvantages of each potential resolution. (e.g., how to attach two parts of a sculpture consistent with the piece). (A.V.Cr.03)

Presenting

4. **Select, analyze and interpret artistic work for presentation.** Explain how personal experience of culture or history has influenced a piece of artwork or collection or works. (A.V.P.04)
5. **Develop and refine artistic techniques and work for presentation.** Organize and plan an art exhibition that explores a personally meaningful theme, idea, or concept (e.g., identify and coordinate an artistic space; intentionally choose lighting). (A.V.P.05)
6. **Convey meaning through the presentation of artistic work.** Present an artwork that causes audience reflection through its use of different artistic styles or viewpoints (A.V.P.06)

Responding

7. **Perceive and analyze artistic work**. Identify ways that a contemporary artwork pushes the boundaries of a genre and discipline. (A.V.R.07)
8. **Interpret intent and meaning in artistic work.** Analyze the ways one's own cultural and personal perspectives and biases affect understanding of a visual work. (A.V.R.08)
9. **Apply criteria to evaluate artistic work.** Identify how bias, culture, and privilege affect the criteria used to evaluate artwork. (A.V.R.09)

Connecting

10. **Synthesize and relate knowledge and personal experiences to make art.** Explain the development of a personal aesthetic vision as a visual artist and how it is represented in a specific piece or collection. (A.V.Co.10)
11. **Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.** Identify the historical and cultural contexts that caused shifting of stylistic elements between artistic movements. (A.V.Co.11)

HSS Connection: Students learn about the influence of Japanese and African art on the European art styles of Impressionism and Cubism. (HSS.WHII.T3.04.e)