

24-25 Ceramics 2

Teacher: Mims

Subject: Ceramics 2 prep/honors

Week of:	Monday	Tuesday	Wed./Thurs.	Friday
5/27				
TEKS		2d	2d	4a
Learning Objective		Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Interpret, evaluate and justify artistic decisions in artwork by self, peers, and other artists.
Higher Order Thinking Questions		How does your project compare to the others you've created over the year?	How is your glazing adding to the complexity of your pieces?	Compare and contrast your concept with another in the room who has your same sin/virtue.
Agenda		Chess pieces	Glazing	Self evaluation
Demonstration of Learning		SWBAT continue work on project	SWBAT continue work on project.	SWBAT complete all 4 chess pieces.

Intervention & Extension	Teacher discussion, modification of assignment, extended time			
Resources	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies

24-25 Ceramics 2

Teacher: Mims

Subject: Ceramics 2 prep/honors

Week of:	Monday	Tuesday	Wed./Thurs.	Friday

5/19				
TEKS	2d	2d	2d	4a
Learning Objective	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Interpret, evaluate and justify artistic decisions in artwork by self, peers, and other artists.
Higher Order Thinking Questions	Are your pieces remaining consistent visually? How do you know?	Tell me three reasons why you chose to represent your chess pieces the way you did?	Now that you're almost done with your pieces, do you like your chosen pair? Would you still want another? Why?	Compare and contrast your concept with another in the room who has your same sin/virtue.
Agenda	Chess pieces	Chess pieces	Chess pieces	Chess pieces
Demonstration of Learning	SWBAT continue work on final 2 chess pieces	SWBAT continue work on project	SWBAT continue work on project.	SWBAT complete all 4 chess pieces.

Intervention & Extension	Teacher discussion, modification of assignment, extended time			
Resources	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies

24-25 Ceramics 2

Teacher: Mims

Subject: Ceramics 2 prep/honors

Week of:	Monday	Tuesday	Wed./Thurs.	Friday

5/12				
TEKS	2d	2d	2d	4a
Learning Objective	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Interpret, evaluate and justify artistic decisions in artwork by self, peers, and other artists.
Higher Order Thinking Questions	Are your pieces remaining consistent visually? How do you know?	Tell me three reasons why you chose to represent your chess pieces the way you did?	Now that you're almost done with your pieces, do you like your chosen pair? Would you still want another? Why?	Compare and contrast your concept with another in the room who has your same sin/virtue.
Agenda	Chess pieces	Chess pieces	Chess pieces	Chess pieces
Demonstration of Learning	SWBAT continue work on final 2 chess pieces	SWBAT continue work on project	SWBAT continue work on project.	SWBAT complete all 4 chess pieces.

Intervention & Extension	Teacher discussion, modification of assignment, extended time			
Resources	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies

24-25 Ceramics 2**Teacher: Mims****Subject: Ceramics 2 prep/honors**

Week of:	Monday	Tuesday	Wed./Thurs.	Friday
5/5				
TEKS	2d	2d	2d	4a
Learning Objective	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Interpret, evaluate and justify artistic decisions in artwork by self, peers, and other artists.
Higher Order Thinking Questions	How do different cultures represent your chosen sin/virtue?	Tell me three reasons why you chose to represent your chess pieces the way you did?	How would you approach your neighbor's sin/virtue chess pieces?	Compare and contrast your concept with another in the room who has your same sin/virtue.
Agenda	Chess pieces	Chess pieces	Chess pieces	Chess pieces
Demonstration of Learning	SWBAT finalize their sketch and start project.	SWBAT continue work on project	SWBAT continue work on project.	SWBAT complete first 2 of 4 chess pieces.

Intervention & Extension	Teacher discussion, modification of assignment, extended time			
Resources	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies

24-25 Ceramics 2

Teacher: Mims

Subject: Ceramics 2 prep/honors

Week of:	Monday	Tuesday	Wed./Thurs.	Friday

4/21				
TEKS	2d	2d	2d	4a
Learning Objective	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Interpret, evaluate and justify artistic decisions in artwork by self, peers, and other artists.
Higher Order Thinking Questions	Your sculpture is due at the end of the week. What major problem needs to be fixed for that to occur?	Why does your shoe choice matter in telling your urban legend story?	Identify 3 ways your sculpture identifies your urban legend.	Compare and contrast your concept with another in the room.
Agenda	Urban legend shoe	Urban legend shoe	Urban legend shoe	Urban legend shoe
Demonstration of Learning	SWBAT continue shoe sculpture.	SWBAT continue shoe sculpture.	SWBAT finish shoe sculpture.	SWBAT self evaluate sculpture.
Intervention & Extension	Teacher discussion, modification of	Teacher discussion, modification of	Teacher discussion, modification of	Teacher discussion, modification of

	assignment, extended time	assignment, extended time	assignment, extended time	assignment, extended time
Resources	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies

24-25 Ceramics 2

Teacher: Mims

Subject: Ceramics 2 prep/honors

Week of:	Monday	Tuesday	Wed./Thurs.	Friday
4/14				

TEKS	2d	2d	2d	4a
Learning Objective	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Interpret, evaluate and justify artistic decisions in artwork by self, peers, and other artists.
Higher Order Thinking Questions	Your sculpture is due at the end of the week. What major problem needs to be fixed for that to occur?	Why does your shoe choice matter in telling your urban legend story?	Identify 3 ways your sculpture identifies your urban legend.	Compare and contrast your concept with another in the room.
Agenda	Urban legend shoe	Urban legend shoe	Urban legend shoe	Urban legend shoe
Demonstration of Learning	SWBAT continue shoe sculpture.	SWBAT continue shoe sculpture.	SWBAT finish shoe sculpture.	SWBAT self evaluate sculpture.
Intervention & Extension	Teacher discussion, modification of assignment, extended time	Teacher discussion, modification of assignment, extended time	Teacher discussion, modification of assignment, extended time	Teacher discussion, modification of assignment, extended time

Resources	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies
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24-25 Ceramics 2

Teacher: Mims

Subject: Ceramics 2 prep/honors

Week of:	Monday	Tuesday	Wed./Thurs.	Friday
3/31				
TEKS		2d	2d	2d

Learning Objective		Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Create original artwork to communicate thoughts, feelings, ideas, or impressions.
Higher Order Thinking Questions		Identify and change a weak area in your project sketch.	Identify 3 ways your sculpture identifies your urban legend.	Compare and contrast your concept with another in the room.
Agenda		Urban legend shoe	Urban legend shoe	Urban legend shoe
Demonstration of Learning		SWBAT create foundation of shoe sculpture.	Continuation of shoe sculpture.	Continuation of shoe sculpture with care given to stability of form. Details should be starting.
Intervention & Extension		Teacher discussion, modification of assignment, extended time	Teacher discussion, modification of assignment, extended time	Teacher discussion, modification of assignment, extended time

Resources		Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies
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24-25 Ceramics 2

Teacher: Mims

Subject: Ceramics 2 prep/honors

Week of:	Monday	Tuesday	Wed./Thurs.	Friday
3/24				
TEKS	2d	2d	2d	2d

Learning Objective	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Create original artwork to communicate thoughts, feelings, ideas, or impressions.	Create original artwork to communicate thoughts, feelings, ideas, or impressions.
Higher Order Thinking Questions	How can you convey your legend's emotional qualities in a physical sculpture?	Identify and change a weak area in your project sketch.	Identify 3 ways your sculpture identifies your urban legend.	Compare and contrast your concept with another in the room.
Agenda	Urban legend shoe	Urban legend shoe	Urban legend shoe	Urban legend shoe
Demonstration of Learning	SWBAT research and create a working concept sketch for shoe sculpture.	SWBAT create foundation of shoe sculpture.	Continuation of shoe sculpture.	Identification of two similarities and two contrasting elements between your work and anothers.
Intervention & Extension	Teacher discussion, modification of			

	assignment, extended time	assignment, extended time	assignment, extended time	assignment, extended time
Resources	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies

24-25 Ceramics 2

Teacher: Mims

Subject: Ceramics 2 prep/honors

Week of: 3/17	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	2a	2a	2a	4b

Learning Objective	Use visual solutions to create original artwork by problem-solving through direct observation, sources, experiences, narrations, and imagination.	Use visual solutions to create original artwork by problem-solving through direct observation, sources, experiences, narrations, and imagination.	Use visual solutions to create original artwork by problem-solving through direct observation, sources, experiences, narrations, and imagination.	Critique writing
Higher Order Thinking Questions	Identify a structural issue you're currently facing and a solution to fix it.	How did you ensure your teapot will pour water without dripping if you can't put water in it yet?	How do you help areas of your sculpture that are too thick?	Compare and contrast your teapot (teacup, saucer) with another in the room.
Agenda	Teapot	Teapot	Teapot	Teapot
Demonstration of Learning	Continuation of teapot (teacup and saucer for honors)	Continuation of teapot (teacup and saucer for honors)	Completion of teapot (teacup and saucer for honors)	Identification of two similarities and two contrasting elements between your work and another's.

Intervention & Extension	Teacher discussion, modification of assignment, extended time			
Resources	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies

24-25 Ceramics 2

Teacher: Mims

Subject: Ceramics 2 prep/honors

Week of:	Monday	Tuesday	Wed./Thurs.	Friday
3/3				

TEKS	2a	2a	2a	2a
Learning Objective	Use visual solutions to create original artwork by problem-solving through direct observation, sources, experiences, narrations, and imagination.	Use visual solutions to create original artwork by problem-solving through direct observation, sources, experiences, narrations, and imagination.	Use visual solutions to create original artwork by problem-solving through direct observation, sources, experiences, narrations, and imagination.	Use visual solutions to create original artwork by problem-solving through direct observation, sources, experiences, narrations, and imagination.
Higher Order Thinking Questions	Identify a structural issue you're currently facing and a solution to fix it.	How are you solving drying issues for a long term project?	How do you help areas of your sculpture that are too thick?	Name two ways you can help your project stay hydrated over the break.
Agenda	Teapot	Teapot	Teapot	Teapot
Demonstration of Learning	Continuation of teapot (teacup and saucer for honors)	Continuation of teapot (teacup and saucer for honors)	Continuation of teapot (teacup and saucer for honors)	Proper securing of sculptures before Spring Break.

Intervention & Extension	Teacher discussion, modification of assignment, extended time			
Resources	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies

24-25 Ceramics 2

Teacher: Mims

Subject: Ceramics 2 prep/honors

Week of:	Monday	Tuesday	Wed./Thurs.	Friday
2/24				

TEKS	2a	2a	2a	2a
Learning Objective	Use visual solutions to create original artwork by problem-solving through direct observation, sources, experiences, narrations, and imagination.	Use visual solutions to create original artwork by problem-solving through direct observation, sources, experiences, narrations, and imagination.	Use visual solutions to create original artwork by problem-solving through direct observation, sources, experiences, narrations, and imagination.	Use visual solutions to create original artwork by problem-solving through direct observation, sources, experiences, narrations, and imagination.
Higher Order Thinking Questions	What elements of a teapot are crucial for functionality?	How can you best hide your handle and spout? Think of 2 alternate versions?	How do you help areas of your sculpture that are too thick?	Name two ways you can help your project stay hydrated over the weekend?
Agenda	Teapot	Teapot	Teapot	Teapot
Demonstration of Learning	2 Sketches/ formulation of ideas.	2 Sketches/ formulation of ideas.	SWBAT make strategic choices for stabilizing their sculptures.	SWBAT identify problems and make immediate corrections to their sculpture.

Intervention & Extension	Teacher discussion, modification of assignment, extended time			
Resources	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies

24-25 Ceramics 2 Mask

Teacher: **Mims**

Subject: **Ceramics 2 prep/honors**

Week of:	Monday	Tuesday	Wed./Thurs.	Friday
2/10				

TEKS	C2e	C2e	C2e	C2e
Learning Objective	Using a given project and a reference sculpture, SWBAT demonstrate effective use of clay and tools in sculpture and ceramics.	Using a given project and a reference sculpture, SWBAT demonstrate effective use of clay and tools in sculpture and ceramics.	Using a given project and a reference sculpture, SWBAT demonstrate effective use of clay and tools in sculpture and ceramics.	Using a given project and a reference sculpture, SWBAT demonstrate effective use of clay and tools in sculpture and ceramics.
Higher Order Thinking Questions	How well is your sculpture reflecting the sentence you created?	Which works best, literal or abstract translation of your title? Why?	How do you help areas of your sculpture that are too thick?	Name two ways you can help your project stay hydrated over the weekend?
Agenda	Movie title	Movie title	Movie title	Movie title
Demonstration of Learning	SWBAT identify problems and make immediate corrections to their sculpture.	SWBAT continue formation of their sculpture.	SWBAT make strategic choices for stabilizing their sculptures.	SWBAT complete ¾ of their sculpture.

Intervention & Extension	Teacher discussion, modification of assignment, extended time			
Resources	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies

24-25 Ceramics 2 Mask
 Subject: **Ceramics 2 prep/honors**

Teacher: **Mims**

Week of:	Monday	Tuesday	Wed./Thurs.	Friday
2/3				

TEKS	2E	2E	2E	2E
Learning Objective	Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
Higher Order Thinking Questions	Create at least 3 options from your movie title?	Which works best, literal or abstract translation of your title? Why?	How do you help areas of your sculpture that are too thick?	Name two ways you can help your project stay hydrated over the weekend?
Agenda	Movie title	Movie title	Movie title	Movie title
Demonstration of Learning	SWBAT construct a 5 word movie title for use in their next sculpture, and	SWBAT continue sketches and begin the foundation for their movie sculpture.	SWBAT make strategic choices for stabilizing their sculptures.	SWBAT complete the first 1/4 of their sculpture.

	create 3 sketches.			
Intervention & Extension	Teacher discussion, modification of assignment, extended time			
Resources	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies

24-25 Ceramics 2 Mask

Subject: Ceramics 2 prep/honors

Teacher: Mims

Week of:	Monday	Tuesday	Wed./Thurs.	Friday

1/27				
TEKS	2f	2f	2e	4d
Learning Objective	Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	Select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.
Higher Order Thinking Questions	How does the construction of your mold effect the formation of your mask?	What changes need to happen for your mask to be completed on time?	How does your final mask compare to your original sketch?	Describe the history of your mask and its cultural purpose.
Agenda	Mask construction	Mask construction	Mask construction	Writing
Demonstration of Learning	SWBAT continue construction of	SWBAT continue construction of	SWBAT continue construction of	Students will assign a cultural

	their mask, with elements of their pulled object reflected in their design choices.	their mask, with elements of their pulled object reflected in their design choices.	their mask, with elements of their pulled object reflected in their design choices.	purpose for their mask, and explain it in 1-2 paragraphs.
Intervention & Extension	Teacher discussion, modification of assignment, extended time	Teacher discussion, modification of assignment, extended time	Teacher discussion, modification of assignment, extended time	Teacher discussion, modification of assignment, extended time
Resources	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies

24-25 Ceramics 2 Mask

Teacher: **Mims**

Subject: **Ceramics 2 prep/honors**

Week of:	Monday	Tuesday	Wed./Thurs.	Friday
1/20				

TEKS			2f	2f
Learning Objective			Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
Higher Order Thinking Questions			How does your final mask compare to your original sketch?	What changes need to happen for your mask to be completed on time?
Agenda			Mask construction	Mask construction
Demonstration of Learning			SWBAT continue construction of their mask, with elements of their pulled object reflected	SWBAT continue construction of their mask, with elements of their pulled object reflected in

			in their design choices.	their design choices.
Intervention & Extension			Teacher discussion, modification of assignment, extended time	Teacher discussion, modification of assignment, extended time
Resources			Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies

24-25 Ceramics 2 Mask
Subject: Ceramics 2 prep/honors

Teacher: Mims

Week of:	Monday	Tuesday	Wed./Thurs.	Friday
1/13				

TEKS	2f	2f	2e	4d
Learning Objective	Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.	Select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.
Higher Order Thinking Questions	How does the construction of your mold effect the formation of your mask?	What changes need to happen for your mask to be completed on time?	How does your final mask compare to your original sketch?	Describe the history of your mask and its cultural purpose.
Agenda	Mask construction	Mask construction	Mask construction	Writing
Demonstration of Learning	SWBAT continue construction of their mask, with elements of their pulled	SWBAT continue construction of their mask, with elements of their pulled	SWBAT continue construction of their mask, with elements of their pulled	Students will assign a cultural purpose for their mask, and explain it

	object reflected in their design choices.	object reflected in their design choices.	object reflected in their design choices.	in 1-2 paragraphs.
Intervention & Extension	Teacher discussion, modification of assignment, extended time			
Resources	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies

24-25 Ceramics 2 Mask

Teacher: **Mims**

Subject: **Ceramics 2 prep/honors**

Week of:	Monday	Tuesday	Wed./Thurs.	Friday
1/7				

TEKS		2e	2e	2f
Learning Objective		Collaborate to create original works of art.	Collaborate to create original works of art.	Demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
Higher Order Thinking Questions		Name three problems you would face if you didn't put barrier cream on the models face.	How would the process change if you were casting an arm instead of a face?	List three differences between casting your mold as a hump mold or a slump mold.
Agenda		Mold construction	Mold construction	Mask construction
Demonstration of Learning		Given a demonstration, SWBAT create a sturdy plaster mold for use with their mask making.	Given a demonstration, SWBAT create a sturdy plaster mold for use with their mask making.	Students should have clay cast in the mold and leathered.
Intervention & Extension	Teacher discussion, modification of	Teacher discussion, modification of	Teacher discussion, modification of	Teacher discussion, modification of assignment, extended time

	assignment, extended time	assignment, extended time	assignment, extended time	
Resources	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies	Fellow students, teacher, class reference books, classroom supplies