



West Windsor-Plainsboro Regional School District  
Sculpture & Ceramics  
Grades 10-12

## Unit 1: Motivation & Art Historical Reference

Content Area: Visual Art

Course & Grade Level: Sculpture & Ceramics, Grades 10-12

### Summary & Rationale

The existing level of student interest can be utilized in the development of a sculpture course in which students will learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain technical skills, and engage in critical thinking in relation to media practices and manipulation. Sculpture skills will enable students to develop portfolios which will be competitive for entrance requirements and scholarships.

Sculpture also lends itself to integration with other academic disciplines and with the life of the larger community. Students will learn the importance of evaluation of the sculptural form in terms of positive and negative space, balance, contrast, pattern, texture, unity, variety, and focal point. Students will learn the additive and subtractive techniques of working with sculptural materials such as paper, clay, and stone. Students will become familiar with well-known sculptors and their contributions to the discipline and will learn to identify their focus. Students will gain a thorough knowledge of those sculptors with whom he/she related to in terms of aesthetics and purpose. Students will learn to organize their work and to work within the overall framework of organization and safety practices of the sculpture studio. They will learn to keep materials and equipment neat and in proper working order.

During this unit students will study sculpture through art history, art aesthetics, art criticism, and art production. Students will learn the history and practice of various sculptors as they relate to the media of paper, clay, and stone.

### Recommended Pacing

22 Days

### State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

|            |  |
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| 1.1.12.D.1 | Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. |
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| 1.1.12.D.2 | Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. |
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**Standard 1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

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|------------|--|
| 1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
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| 1.2.12.A.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. |
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**Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

|   |   |
|---|---|
| 1.3.12.D.1  | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.   |
| 1.3.12.D.2  | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.   |
| 1.3.12.D.3  | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.  |
| 1.3.12.D.4  | Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.   |
| 1.3.12.D.5  | Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.  |
| <b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. |   |
| 1.4.12.A.1  | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.  |
| 1.4.12.A.2  | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.  |
| 1.4.12.A.3  | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.                              |
| 1.4.12.A.4  | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.   |
| 1.4.12.B.1  | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |
| 1.4.12.B.2  | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.   |
| 1.4.12.B.3  | Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.  |
| <b>Interdisciplinary Standards</b>  |   |
| NJLSA.R7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| <b>21st Century Life &amp; Career Standards</b>   |   |
| CRP2  | Apply appropriate academic and technical skills   |
| CRP4  | Communicate clearly and effectively and with reason   |
| CRP6  | Demonstrate creativity and innovation   |
| <b>Technology Standards</b>   |   |
| 8.2   | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate   |

knowledge.

## Instructional Focus

### Unit Enduring Understandings

- Writers use words and arrange sentences to communicate; artists use line, space, shape, color, value, form, and texture to visually create 3D works of art.
- Physical representations are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Art is a reflection of time, place, culture and environment

### Unit Essential Questions

- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do a sculptor's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should sculptors always know what their work will look like in the end?
- In what ways do people respond to sculpture?
- How do sculptors express their ideas?
- How does a sculptor's skill level improve his/her work?
- Is skill necessary to make a successful sculpture? Can it be taught?
- What does a sculptor gain from going through the creative process?
- In what ways can sculptors distinguish his/her artwork from other artist's work?
- How do the elements guide the creation of sculpture?
- How do the principles guide the creation of sculpture?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does sculpture have to have a function? How are form and function determined?
- Can sculpture really be evaluated?
- What are some of the similarities that exist in all sculpture? In all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

### Objectives

#### Students will know:

- The technical aspects of additive and subtractive methods of working with various sculptural materials including paper, clay, and stone.
- The history of sculpture and the aesthetics involved in creating quality sculpture.

- Sculpture as a means of cross-cultural communication.
- The historical development of sculpture from 7th Century BC to the present with an emphasis on Oriental, Greek, Roman, The Americas, African, European, and Contemporary works
- The elements and principles of design and how to produce unified works of art
- An introduction to history and process in ceramics
- How to appreciate art and the value of their own work as well as works by others

**Students will be able to:**

- Seek information on art careers and current trends in sculpture through newspapers, periodicals, the internet, and gallery and museum visits.
- Learn the history and practice of various sculptors as they relate to the media of paper, clay, and stone
- Learn the meaning of the three-dimensional forms of Low(Bas) Relief and High (Haut) Relief
- Develop a sculptural idea beginning with two-dimensional linear drawings
- Use the matte cutter and xacto knives to cut matte board, foam board, and tag board
- Learn the construction process using papers to create a sculptural relief
- Make proper head and facial measurements in preparation for sculpting a self-portrait in clay
- Learn proper armature construction and use of the electric drill and the screwdriver
- Model their likeness in clay using accurate measurements and modeling tools
- Learn proper hollowing, drying, firing, and finishing of the clay portraits
- Learn the classification of popular stone
- Learn the proper function and use of basic direct stone carving tools and supplies
- Learn the meaning and application of Sculpture-in-the-Round
- Learn safety procedures associated with direct stone carving
- Learn to properly finish, polish, and mount the stone sculpture
- Correctly critique and appreciate the three dimensional form
- Develop creative, independent, and cooperative skills.
- Develop listening and reading skills and independent working habits
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Design and create sculpture in the round that conveys the artist's idea.
- Apply the Elements and Principles of Design with discretion
- Display good craftsmanship
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures)and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

**Evidence of Learning**

**Assessment**

Teacher created assessments

| <b>Competencies for 21st Century Learners</b>  |   |   |                                 |
|--|---|---|---------------------------------|
| X  | Collaborative Team Member                             | X | Effective Communicator          |
| X  | Globally Aware, Active, & Responsible Student/Citizen | X | Information Literate Researcher |
| X  | Innovative & Practical Problem Solver                 | X | Self-Directed Learner           |
| <b>Resources</b>   |   |   |                                 |
| <ul style="list-style-type: none"> <li>● Visual Examples</li> <li>● Books</li> <li>● Periodicals</li> <li>● Videos</li> <li>● Posters</li> <li>● Computer Resources</li> </ul> |   |   |                                 |

## Unit 2: Designing an Abstract Box Relief

Content Area: Visual Art

Course & Grade Level: Sculpture & Ceramics, Grades 10-12

### Summary & Rationale

The existing level of student interest can be utilized in the development of a sculpture course in which students will learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain technical skills, and engage in critical thinking in relation to media practices and manipulation. Sculpture skills will enable students to develop portfolios which will be competitive for entrance requirements and scholarships.

Sculpture also lends itself to integration with other academic disciplines and with the life of the larger community. Students will learn the importance of evaluation of the sculptural form in terms of positive and negative space, balance, contrast, pattern, texture, unity, variety, and focal point. Students will learn the additive and subtractive techniques of working with sculptural materials such as paper, clay, and stone. Students will become familiar with well-known sculptors and their contributions to the discipline and will learn to identify their focus. Students will gain a thorough knowledge of those sculptors with whom he/she related to in terms of aesthetics and purpose. Students will learn to organize their work and to work within the overall framework of organization and safety practices of the sculpture studio. They will learn to keep materials and equipment neat and in proper working order.

During this unit students will study sculpture through art history, art aesthetics, art criticism, and art production. Students will develop a relief sculpture using shapes of foam-board, tag-board and matte-board.

### Recommended Pacing

22 Days

### State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

|            |  |
|------------|--|
| 1.1.12.D.1 | Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. |
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|            |  |
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| 1.1.12.D.2 | Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. |
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**Standard 1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

|            |  |
|------------|--|
| 1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
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|            |   |
|------------|---|
| 1.2.12.A.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. |
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**Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

|            |   |
|------------|---|
| 1.3.12.D.1 | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. |
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|   |   |
|---|---|
| 1.3.12.D.2  | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.   |
| 1.3.12.D.3  | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.  |
| 1.3.12.D.4  | Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.   |
| 1.3.12.D.5  | Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.  |
| <b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. |   |
| 1.4.12.A.1  | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.  |
| 1.4.12.A.2  | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.  |
| 1.4.12.A.3  | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.                              |
| 1.4.12.A.4  | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.   |
| 1.4.12.B.1  | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |
| 1.4.12.B.2  | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.   |
| 1.4.12.B.3  | Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.  |
| <b>Interdisciplinary Standards</b>  |   |
| NJLSA.R7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| <b>21st Century Life &amp; Career Standards</b>   |   |
| CRP2  | Apply appropriate academic and technical skills   |
| CRP4  | Communicate clearly and effectively and with reason   |
| CRP6  | Demonstrate creativity and innovation   |
| <b>Technology Standards</b>   |   |
| 8.2   | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| <b>Instructional Focus</b>  |   |
| <b>Unit Enduring Understandings</b>   |   |



- Writers use words and arrange sentences to communicate; artists use line, space, shape, color, value, form, and texture to visually create 3D works of art.
- Physical representations are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Art is a reflection of time, place, culture and environment.

#### **Unit Essential Questions**

- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do a sculptor's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should sculptors always know what their work will look like in the end?
- In what ways do people respond to sculpture?
- How do sculptors express their ideas?
- How does a sculptor's skill level improve his/her work?
- Is skill necessary to make a successful sculpture? Can it be taught?
- What does a sculptor gain from going through the creative process?
- In what ways can sculptors distinguish his/her artwork from other artist's work?
- How do the elements guide the creation of sculpture?
- How do the principles guide the creation of sculpture?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does sculpture have to have a function? How are form and function determined?
- Can sculpture really be evaluated?
- What are some of the similarities that exist in all sculpture? In all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

#### **Objectives**

##### **Students will know:**

- How to develop one linear drawing derived from the three 9"x12" drawings
- How to cut a background format of cardboard and develop a relief sculpture using shapes of foam-board, tag-board and matte-board
- How to paint the finished relief white
- The technical aspects of additive and subtractive methods of working with various sculptural materials including paper, clay, and stone.

- The history of sculpture and the aesthetics involved in creating quality sculpture.
- The elements and principles of design and how to produce unified works of art
- How to appreciate art and the value and critique their own work as well as works by others

**Students will be able to:**

- Seek information on art careers and current trends in sculpture through newspapers, periodicals, the internet, and gallery and museum visits.
- Learn the history and practice of various sculptors as they relate to the media of paper, clay, and stone
- Learn the meaning of the three-dimensional forms of Low(Bas) Relief and High (Haut) Relief
- Develop a sculptural idea beginning with two-dimensional linear drawings
- Use the matte cutter and xacto knives to cut matte board, foam board, and tag board
- Learn the construction process using papers to create a sculptural relief
- Make proper head and facial measurements in preparation for sculpting a self-portrait in clay
- Learn proper armature construction and use of the electric drill and the screwdriver
- Model their likeness in clay using accurate measurements and modeling tools
- Learn proper hollowing, drying, firing, and finishing of the clay portraits
- Learn the classification of popular stone
- Learn the proper function and use of basic direct stone carving tools and supplies
- Learn the meaning and application of Sculpture-in-the-Round
- Learn safety procedures associated with direct stone carving
- Learn to properly finish, polish, and mount the stone sculpture
- Correctly critique and appreciate the three dimensional form
- Develop creative, independent, and cooperative skills.
- Develop listening and reading skills and independent working habits
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Design and create sculpture in the round that conveys the artist's idea.
- Apply the Elements and Principles of Design with discretion
- Display good craftsmanship
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures)and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Competencies for 21st Century Learners**

|   |                           |   |                        |
|---|---------------------------|---|------------------------|
| X | Collaborative Team Member | X | Effective Communicator |
|---|---------------------------|---|------------------------|

|   |   |   |                                 |
|---|---|---|---------------------------------|
| X | Globally Aware, Active, & Responsible Student/Citizen | X | Information Literate Researcher |
| X | Innovative & Practical Problem Solver                 | X | Self-Directed Learner           |

**Resources**

- Visual Examples
- Books
- Periodicals
- Videos
- Posters
- Computer Resources

### Unit 3: Sculpting A Life-Size Self Portrait in Clay

Content Area: Visual Art

Course & Grade Level: Sculpture & Ceramics, Grades 10-12

#### Summary & Rationale

The existing level of student interest can be utilized in the development of a sculpture course in which students will learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain technical skills, and engage in critical thinking in relation to media practices and manipulation. Sculpture skills will enable students to develop portfolios which will be competitive for entrance requirements and scholarships.

Sculpture also lends itself to integration with other academic disciplines and with the life of the larger community. Students will learn the importance of evaluation of the sculptural form in terms of positive and negative space, balance, contrast, pattern, texture, unity, variety, and focal point. Students will learn the additive and subtractive techniques of working with sculptural materials such as paper, clay, and stone. Students will become familiar with well-known sculptors and their contributions to the discipline and will learn to identify their focus. Students will gain a thorough knowledge of those sculptors with whom he/she related to in terms of aesthetics and purpose. Students will learn to organize their work and to work within the overall framework of organization and safety practices of the sculpture studio. They will learn to keep materials and equipment neat and in proper working order.

During this unit students will study sculpture through art history, art aesthetics, art criticism, and art production. They will develop a sculptural idea beginning with two-dimensional linear drawings and model their likeness in clay using accurate measurements and modeling tools.

#### Recommended Pacing

22 Days

#### State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

|            |  |
|------------|--|
| 1.1.12.D.1 | Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. |
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|            |  |
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| 1.1.12.D.2 | Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. |
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**Standard 1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

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| 1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
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| 1.2.12.A.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. |
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**Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

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| 1.3.12.D.1 | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. |
|------------|---|

|   |   |
|---|---|
| 1.3.12.D.2  | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.   |
| 1.3.12.D.3  | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.  |
| 1.3.12.D.4  | Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.   |
| 1.3.12.D.5  | Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.  |
| <b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. |   |
| 1.4.12.A.1  | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.  |
| 1.4.12.A.2  | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.  |
| 1.4.12.A.3  | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.                              |
| 1.4.12.A.4  | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.   |
| 1.4.12.B.1  | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |
| 1.4.12.B.2  | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.   |
| 1.4.12.B.3  | Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.  |
| <b>Interdisciplinary Standards</b>  |   |
| NJLSA.R7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| <b>21st Century Life &amp; Career Standards</b>   |   |
| CRP2  | Apply appropriate academic and technical skills   |
| CRP4  | Communicate clearly and effectively and with reason   |
| CRP6  | Demonstrate creativity and innovation   |
| <b>Technology Standards</b>   |   |
| 8.2   | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| <b>Instructional Focus</b>  |   |
| <b>Unit Enduring Understandings</b>   |   |

- Writers use words and arrange sentences to communicate; artists use line, space, shape, color, value, form, and texture to visually create 3D works of art.
- Physical representations are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Art is a reflection of time, place, culture and environment

#### **Unit Essential Questions**

- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do a sculptor's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should sculptors always know what their work will look like in the end?
- In what ways do people respond to sculpture?
- How do sculptors express their ideas?
- How does a sculptor's skill level improve his/her work?
- Is skill necessary to make a successful sculpture? Can it be taught?
- What does a sculptor gain from going through the creative process?
- In what ways can sculptors distinguish his/her artwork from other artist's work?
- How do the elements guide the creation of sculpture?
- How do the principles guide the creation of sculpture?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does sculpture have to have a function? How are form and function determined?
- Can sculpture really be evaluated?
- What are some of the similarities that exist in all sculpture? In all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

#### **Objectives**

##### **Students will know:**

- How to assemble an armature
- How to build the head, neck, and shoulders on the armature with small slabs of clay about 1" thick
- How to remove the head from the armature and prepare it for firing
- How to finish the bisque head with an imitation bronze patina
- How glazes are affected in certain environments.

- Glazing techniques will be discussed including but not limited to the following: pouring, brushing, dipping, stencil work, bubbles, spraying, wheel manipulation, overlapping, etc.
- Color theory will be discussed when addressing glaze chemistry and color choice.
- Differences between bisque firing and glaze firings will be learned and observed.
- How texture can enhance clay pieces and how to utilize glazes to bring out the textures.
- Clay manipulation in the hand-building and wheel throwing.
- The basic throwing techniques as well as alternative methods of using the wheel for texture, product creation, etc.
- The history of sculpture and the aesthetics involved in creating quality sculpture.
- The elements and principles of design and how to produce unified works of art
- How to appreciate art and the value and critique their own work as well as works by others

**Students will be able to:**

- Seek information on art careers and current trends in sculpture through newspapers, periodicals, the internet, and gallery and museum visits.
- Learn the history and practice of various sculptors as they relate to the media of paper, clay, and stone
- Learn the meaning of the three-dimensional forms of Low(Bas) Relief and High (Haut) Relief
- Develop a sculptural idea beginning with two-dimensional linear drawings
- Use the matte cutter and xacto knives to cut matte board, foam board, and tag board
- Learn the construction process using papers to create a sculptural relief
- Make proper head and facial measurements in preparation for sculpting a self-portrait in clay
- Learn proper armature construction and use of the electric drill and the screwdriver
- Model their likeness in clay using accurate measurements and modeling tools
- Learn proper hollowing, drying, firing, and finishing of the clay portraits
- Learn the classification of popular stone
- Learn the proper function and use of basic direct stone carving tools and supplies
- Learn the meaning and application of Sculpture-in-the-Round
- Learn safety procedures associated with direct stone carving
- Learn to properly finish, polish, and mount the stone sculpture
- Correctly critique and appreciate the three dimensional form
- Develop creative, independent, and cooperative skills.
- Develop listening and reading skills and independent working habits
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Design and create sculpture in the round that conveys the artist's idea.
- Apply the Elements and Principles of Design with discretion
- Display good craftsmanship
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures)and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines

- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

### Evidence of Learning

#### Assessment

Teacher created assessments

#### Competencies for 21st Century Learners

|   |   |   |                                 |
|---|---|---|---------------------------------|
| X | Collaborative Team Member                             | X | Effective Communicator          |
| X | Globally Aware, Active, & Responsible Student/Citizen | X | Information Literate Researcher |
| X | Innovative & Practical Problem Solver                 | X | Self-Directed Learner           |

### Resources

- Visual Examples
- Books
- Periodicals
- Videos
- Posters
- Computer Resources



## Unit 4: Direct Stone Carving in Alabaster

Content Area: Visual Art

Course & Grade Level: Sculpture & Ceramics, Grades 10-12

### Summary & Rationale

The existing level of student interest can be utilized in the development of a sculpture course in which students will learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain technical skills, and engage in critical thinking in relation to media practices and manipulation. Sculpture skills will enable students to develop portfolios which will be competitive for entrance requirements and scholarships.

Sculpture also lends itself to integration with other academic disciplines and with the life of the larger community. Students will learn the importance of evaluation of the sculptural form in terms of positive and negative space, balance, contrast, pattern, texture, unity, variety, and focal point. Students will learn the additive and subtractive techniques of working with sculptural materials such as paper, clay, and stone. Students will become familiar with well-known sculptors and their contributions to the discipline and will learn to identify their focus. Students will gain a thorough knowledge of those sculptors with whom he/she related to in terms of aesthetics and purpose. Students will learn to organize their work and to work within the overall framework of organization and safety practices of the sculpture studio. They will learn to keep materials and equipment neat and in proper working order.

During this unit students will study sculpture through art history, art aesthetics, art criticism, and art production. They will develop a sculptural idea beginning with two-dimensional linear drawings and create a direct stone carving sculpture in alabaster.

### Recommended Pacing

22 Days

### State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

|            |  |
|------------|--|
| 1.1.12.D.1 | Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. |
|------------|--|

|            |  |
|------------|--|
| 1.1.12.D.2 | Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. |
|------------|--|

**Standard 1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

|            |  |
|------------|--|
| 1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
|------------|--|

|            |   |
|------------|---|
| 1.2.12.A.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. |
|------------|---|

**Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

|            |   |
|------------|---|
| 1.3.12.D.1 | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. |
|------------|---|

|   |   |
|---|---|
| 1.3.12.D.2  | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.   |
| 1.3.12.D.3  | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.  |
| 1.3.12.D.4  | Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.   |
| 1.3.12.D.5  | Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.  |
| <b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. |   |
| 1.4.12.A.1  | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.  |
| 1.4.12.A.2  | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.  |
| 1.4.12.A.3  | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.                              |
| 1.4.12.A.4  | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.   |
| 1.4.12.B.1  | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |
| 1.4.12.B.2  | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.   |
| 1.4.12.B.3  | Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.  |
| <b>Interdisciplinary Standards</b>  |   |
| NJLSA.R7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| <b>21st Century Life &amp; Career Standards</b>   |   |
| CRP2  | Apply appropriate academic and technical skills   |
| CRP4  | Communicate clearly and effectively and with reason   |
| CRP6  | Demonstrate creativity and innovation   |
| <b>Technology Standards</b>   |   |
| 8.2   | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| <b>Instructional Focus</b>  |   |
| <b>Unit Enduring Understandings</b>   |   |

- Writers use words and arrange sentences to communicate; artists use line, space, shape, color, value, form, and texture to visually create 3D works of art.
- Physical representations are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Art is a reflection of time, place, culture and environment

#### **Unit Essential Questions**

- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do a sculptor's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should sculptors always know what their work will look like in the end?
- In what ways do people respond to sculpture?
- How do sculptors express their ideas?
- How does a sculptor's skill level improve his/her work?
- Is skill necessary to make a successful sculpture? Can it be taught?
- What does a sculptor gain from going through the creative process?
- In what ways can sculptors distinguish his/her artwork from other artist's work?
- How do the elements guide the creation of sculpture?
- How do the principles guide the creation of sculpture?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does sculpture have to have a function? How are form and function determined?
- Can sculpture really be evaluated?
- What are some of the similarities that exist in all sculpture? In all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

#### **Objectives**

##### **Students will know:**

- The proper use of the tools and equipment to be used in direct stone sculpture.
- Key vocabulary such as: Direct Stone Sculpting; Carving; Subtractive; Alabaster; Canvas Sandbags; Chisel; Claw; Point; Pitching Tool; Hammer; Rasp; Riffers; File; Silicon Carbide; Masonry Drill Bit; Countersink; Epoxy Resin; Muslin Buff; Mandrels; Butcher's Bowling Alley Wax; Mohs Scale of Hardness; Roughing Out; Refining; Polishing.
- The history of sculpture and the aesthetics involved in creating quality sculpture.

- The elements and principles of design and how to produce unified works of art
- How to appreciate art and the value and critique their own work as well as works by others

**Students will be able to:**

- Seek information on art careers and current trends in sculpture through newspapers, periodicals, the internet, and gallery and museum visits.
- Learn the history and practice of various sculptors as they relate to the media of paper, clay, and stone
- Learn the meaning of the three-dimensional forms of Low(Bas) Relief and High (Haut) Relief
- Develop a sculptural idea beginning with two-dimensional linear drawings
- Use the matte cutter and xacto knives to cut matte board, foam board, and tag board
- Learn the construction process using papers to create a sculptural relief
- Make proper head and facial measurements in preparation for sculpting a self-portrait in clay
- Learn proper armature construction and use of the electric drill and the screwdriver
- Model their likeness in clay using accurate measurements and modeling tools
- Learn proper hollowing, drying, firing, and finishing of the clay portraits
- Learn the classification of popular stone
- Learn the proper function and use of basic direct stone carving tools and supplies
- Learn the meaning and application of Sculpture-in-the-Round
- Learn safety procedures associated with direct stone carving
- Learn to properly finish, polish, and mount the stone sculpture
- Correctly critique and appreciate the three dimensional form
- Develop creative, independent, and cooperative skills.
- Develop listening and reading skills and independent working habits
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Design and create sculpture in the round that conveys the artist's idea.
- Apply the Elements and Principles of Design with discretion
- Display good craftsmanship
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures)and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Competencies for 21st Century Learners**

|   |                                       |   |                                 |
|---|---------------------------------------|---|---------------------------------|
| X | Collaborative Team Member             | X | Effective Communicator          |
| X | Globally Aware, Active, & Responsible | X | Information Literate Researcher |

|  |                                       |   |                       |
|--|---------------------------------------|---|-----------------------|
|  | Student/Citizen                       |   |                       |
| X  | Innovative & Practical Problem Solver | X | Self-Directed Learner |
| <b>Resources</b>   |                                       |   |                       |
| <ul style="list-style-type: none"> <li>● Visual Examples</li> <li>● Books</li> <li>● Periodicals</li> <li>● Videos</li> <li>● Posters</li> <li>● Computer Resources</li> </ul> |                                       |   |                       |

## Unit 5: Motivation & Art Historical Reference

Content Area: Visual Art

Course & Grade Level: Sculpture & Ceramics, Grades 10-12

### Summary & Rationale

The existing level of student interest can be utilized in the development of a ceramics course in which students will learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain technical skills, and engage in critical thinking in relation to media practices and manipulation. Pottery skills will enable students to develop portfolios which will be competitive for entrance requirements and scholarships. Ceramics also lends itself to integration with other academic disciplines and with the life of the larger community. Students will learn the importance of evaluating the ceramic form in terms of positive and negative space, balance, contrast, pattern, texture, unity, variety, and focal point.

Students will learn the many aspects of clay including the chemical composition of the clay body, the hand and wheel manipulation of clay, the firing of clay, and the glazing of bisque ware. Students will become familiar with well-known potters and their contributions to the discipline and will learn to identify their focus. Students will gain a thorough knowledge of those potters with whom she/he related in terms of aesthetics and purpose. Students will learn to organize their work and to work within the overall framework of organization and safety practices of the ceramic studio. They will learn to keep materials and equipment neat and in proper working order. This course will provide students with skills in slab, coil and mold methods of building sculpture and containers. Instruction in the use of wheel-thrown pottery will be provided.

### Recommended Pacing

15 Days

### State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

|            |  |
|------------|--|
| 1.1.12.D.1 | Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. |
|------------|--|

|            |  |
|------------|--|
| 1.1.12.D.2 | Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. |
|------------|--|

**Standard 1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

|            |  |
|------------|--|
| 1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
|------------|--|

|            |   |
|------------|---|
| 1.2.12.A.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. |
|------------|---|

**Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

|            |   |
|------------|---|
| 1.3.12.D.1 | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. |
|------------|---|

|   |   |
|---|---|
| 1.3.12.D.2  | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.   |
| 1.3.12.D.3  | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.  |
| 1.3.12.D.4  | Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.   |
| 1.3.12.D.5  | Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.  |
| <b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. |   |
| 1.4.12.A.1  | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.  |
| 1.4.12.A.2  | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.  |
| 1.4.12.A.3  | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.                              |
| 1.4.12.A.4  | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.   |
| 1.4.12.B.1  | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |
| 1.4.12.B.2  | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.   |
| 1.4.12.B.3  | Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.  |
| <b>Interdisciplinary Standards</b>  |   |
| NJLSA.R7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| <b>21st Century Life &amp; Career Standards</b>   |   |
| CRP2  | Apply appropriate academic and technical skills   |
| CRP4  | Communicate clearly and effectively and with reason   |
| CRP6  | Demonstrate creativity and innovation   |
| <b>Technology Standards</b>   |   |
| 8.2   | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| <b>Instructional Focus</b>  |   |
| <b>Unit Enduring Understandings</b>   |   |

- Writers use words and arrange sentences to communicate; artists use line, space, shape, color, value, form, and texture to visually create 3-D works of art.
- Physical representations are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Art is a reflection of time, place, culture and environment.

#### **Unit Essential Questions**

- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?
- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?
- What are some of the similarities that exist in all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

#### **Objectives**

##### **Students will know:**

- An introduction to history and process in ceramics (e.g. hand building technique, the pinch technique, the slab technique, the coil technique, throwing)
- Students will also become aware of the history of pottery and the aesthetics involved in creating quality pottery (i.e. The historical development of pottery from 7th Century BC to the present with an emphasis on Oriental, Greek, Roman, The Americas, Africa, European, and Contemporary works).
- Students will understand pottery as a means of cross-cultural communication.



- How glazes are affected in certain environments.
- Glazing techniques will be discussed including but not limited to the following: pouring, brushing, dipping, stencil work, bubbles, spraying, wheel manipulation, overlapping, etc.
- Color theory will be discussed when addressing glaze chemistry and color choice.
- Differences between bisque firing and glaze firings will be learned and observed.
- How texture can enhance clay pieces and how to utilize glazes to bring out the textures.
- Clay manipulation in the hand-building and wheel throwing.
- The basic throwing techniques as well as alternative methods of using the wheel for texture, product creation, etc.
- How to appreciate art and the value of their own work as well as works by others

**Students will be able to:**

- Design and create sculpture in the round that conveys the artist's idea.
- Apply the Elements and Principles of Design with discretion
- Demonstrate traditional techniques of pinching, coiling, modeling, flattening, and burnishing to form practical or decorative forms
- Demonstrate wheel throwing techniques
- Discuss traditional methods of working with clay that have evolved from various cultures around the world
- Identify the properties of clay and glazes
- Visualize the final form of an object through drawings
- Develop an enjoyment and confidence in the creation of pottery
- Display good craftsmanship by striving for excellence and uniqueness in the use of clay
- Research the lives and works of significant potters and to write and deliver oral reports
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures) and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Competencies for 21st Century Learners**

|   |   |   |                                 |
|---|---|---|---------------------------------|
| X | Collaborative Team Member                             | X | Effective Communicator          |
| X | Globally Aware, Active, & Responsible Student/Citizen | X | Information Literate Researcher |
| X | Innovative & Practical Problem Solver                 | X | Self-Directed Learner           |

**Resources**

- Visual Examples
- Books
- Periodicals
- Videos
- Posters
- Computer Resources
- Professional Potters
- Galleries and Museums

## Unit 6: The Physical Properties of the Clay Body, Preparation, and Proper Storage

Content Area: Visual Art

Course & Grade Level: Sculpture & Ceramics, Grades 10-12

### Summary & Rationale

The existing level of student interest can be utilized in the development of a ceramics course in which students will learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain technical skills, and engage in critical thinking in relation to media practices and manipulation. Pottery skills will enable students to develop portfolios which will be competitive for entrance requirements and scholarships. Ceramics also lends itself to integration with other academic disciplines and with the life of the larger community. Students will learn the importance of evaluating the ceramic form in terms of positive and negative space, balance, contrast, pattern, texture, unity, variety, and focal point.

Students will learn the many aspects of clay including the chemical composition of the clay body, the hand and wheel manipulation of clay, the firing of clay, and the glazing of bisque ware. Students will become familiar with well-known potters and their contributions to the discipline and will learn to identify their focus. Students will gain a thorough knowledge of those potters with whom she/he related in terms of aesthetics and purpose. Students will learn to organize their work and to work within the overall framework of organization and safety practices of the ceramic studio. They will learn to keep materials and equipment neat and in proper working order. This course will provide students with skills in slab, coil and mold methods of building sculpture and containers. Instruction in the use of wheel-thrown pottery will be provided.

### Recommended Pacing

15 Days

### State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

|            |  |
|------------|--|
| 1.1.12.D.1 | Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. |
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|            |  |
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| 1.1.12.D.2 | Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. |
|------------|--|

**Standard 1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

|            |  |
|------------|--|
| 1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
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| 1.2.12.A.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. |
|------------|---|

**Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

|            |   |
|------------|---|
| 1.3.12.D.1 | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. |
|------------|---|

|   |   |
|---|---|
| 1.3.12.D.2  | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.   |
| 1.3.12.D.3  | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.  |
| 1.3.12.D.4  | Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.   |
| 1.3.12.D.5  | Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.  |
| <b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. |   |
| 1.4.12.A.1  | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.  |
| 1.4.12.A.2  | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.  |
| 1.4.12.A.3  | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.                              |
| 1.4.12.A.4  | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.   |
| 1.4.12.B.1  | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |
| 1.4.12.B.2  | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.   |
| 1.4.12.B.3  | Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.  |
| <b>Interdisciplinary Standards</b>  |   |
| NJLSA.R7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| <b>21st Century Life &amp; Career Standards</b>   |   |
| CRP2  | Apply appropriate academic and technical skills   |
| CRP4  | Communicate clearly and effectively and with reason   |
| CRP6  | Demonstrate creativity and innovation   |
| <b>Technology Standards</b>   |   |
| 8.2   | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| <b>Instructional Focus</b>  |   |
| <b>Unit Enduring Understandings</b>   |   |

- Writers use words and arrange sentences to communicate; artists use line, space, shape, color, value, form, and texture to visually create 3-D works of art.
- Physical representations are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Art is a reflection of time, place, culture and environment.

#### **Unit Essential Questions**

- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?
- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?
- What are some of the similarities that exist in all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

#### **Objectives**

##### **Students will know:**

- About the natural formation of clay and the different types of clay bodies
- The purposes of water, air, and fire and their effect on the clay body
- Steps for preparing clay including kneading or wedging clay
- Key terms: Earthenware (red); Bone China Clay (casting); Stoneware; Earthenware (white); Porcelain; Plasticity; Porosity; Vitrification; Kneading or Wedging; Cutting Wire; Air Pockets
- How glazes are affected in certain environments.

- Glazing techniques will be discussed including but not limited to the following: pouring, brushing, dipping, stencil work, bubbles, spraying, wheel manipulation, overlapping, etc.
- Color theory will be discussed when addressing glaze chemistry and color choice.
- Differences between bisque firing and glaze firings will be learned and observed.
- How texture can enhance clay pieces and how to utilize glazes to bring out the textures.
- Clay manipulation in the hand-building and wheel throwing.
- The basic throwing techniques as well as alternative methods of using the wheel for texture, product creation, etc.
- How to appreciate art and the value of their own work as well as works by others

**Students will be able to:**

- Design and create sculpture in the round that conveys the artist’s idea.
- Apply the Elements and Principles of Design with discretion
- Demonstrate traditional techniques of pinching, coiling, modeling, flattening, and burnishing to form practical or decorative forms
- Discuss traditional methods of working with clay that have evolved from various cultures around the world
- Identify the properties of clay and glazes
- Visualize the final form of an object through drawings
- Develop an enjoyment and confidence in the creation of pottery
- Display good craftsmanship by striving for excellence and uniqueness in the use of clay
- Research the lives and works of significant potters and to write and deliver oral reports
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures)and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Competencies for 21st Century Learners**

|   |   |   |                                 |
|---|---|---|---------------------------------|
| X | Collaborative Team Member                             | X | Effective Communicator          |
| X | Globally Aware, Active, & Responsible Student/Citizen | X | Information Literate Researcher |
| X | Innovative & Practical Problem Solver                 | X | Self-Directed Learner           |

**Resources**

- Visual Examples
- Books

- Periodicals
- Videos
- Posters
- Computer Resources
- Professional Potters
- Galleries and Museums

## Unit 7: Care and Use of the Equipment

Content Area: Visual Art

Course & Grade Level: Sculpture & Ceramics, Grades 10-12

### Summary & Rationale

The existing level of student interest can be utilized in the development of a ceramics course in which students will learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain technical skills, and engage in critical thinking in relation to media practices and manipulation. Pottery skills will enable students to develop portfolios which will be competitive for entrance requirements and scholarships. Ceramics also lends itself to integration with other academic disciplines and with the life of the larger community. Students will learn the importance of evaluating the ceramic form in terms of positive and negative space, balance, contrast, pattern, texture, unity, variety, and focal point.

Students will learn the many aspects of clay including the chemical composition of the clay body, the hand and wheel manipulation of clay, the firing of clay, and the glazing of bisque ware. Students will become familiar with well-known potters and their contributions to the discipline and will learn to identify their focus. Students will gain a thorough knowledge of those potters with whom she/he related in terms of aesthetics and purpose. Students will learn to organize their work and to work within the overall framework of organization and safety practices of the ceramic studio. They will learn to keep materials and equipment neat and in proper working order. This course will provide students with skills in slab, coil and mold methods of building sculpture and containers. Instruction in the use of wheel-thrown pottery will be provided.

### Recommended Pacing

15 Days

### State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

|            |  |
|------------|--|
| 1.1.12.D.1 | Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. |
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|            |  |
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| 1.1.12.D.2 | Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. |
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**Standard 1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

|            |  |
|------------|--|
| 1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
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|            |   |
|------------|---|
| 1.2.12.A.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. |
|------------|---|

**Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

|            |   |
|------------|---|
| 1.3.12.D.1 | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. |
|------------|---|



|   |   |
|---|---|
| 1.3.12.D.2  | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.   |
| 1.3.12.D.3  | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.  |
| 1.3.12.D.4  | Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.   |
| 1.3.12.D.5  | Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.  |
| <b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. |   |
| 1.4.12.A.1  | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.  |
| 1.4.12.A.2  | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.  |
| 1.4.12.A.3  | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.                              |
| 1.4.12.A.4  | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.   |
| 1.4.12.B.1  | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |
| 1.4.12.B.2  | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.   |
| 1.4.12.B.3  | Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.  |
| <b>Interdisciplinary Standards</b>  |   |
| NJLSA.R7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| <b>21st Century Life &amp; Career Standards</b>   |   |
| CRP2  | Apply appropriate academic and technical skills   |
| CRP4  | Communicate clearly and effectively and with reason   |
| CRP6  | Demonstrate creativity and innovation   |
| <b>Technology Standards</b>   |   |
| 8.2   | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| <b>Instructional Focus</b>  |   |
| <b>Unit Enduring Understandings</b>   |   |

- Writers use words and arrange sentences to communicate; artists use line, space, shape, color, value, form, and texture to visually create 3-D works of art.
- Physical representations are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Art is a reflection of time, place, culture and environment.

#### **Unit Essential Questions**

- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?
- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?
- What are some of the similarities that exist in all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

#### **Objectives**

##### **Students will know:**

- The proper use and care of ceramic tools and equipment
- The following key terms: Clay Container; Calipers; Cutting Wire; Elephant Ear Sponge; Clean-up Sponge; Wooden Modeling Tools; Wooden Rolling Pin; Slats; Canvas; Plaster Bat; Plastic Sheeting; Ribbon Tools; Wire Tools; Ribs; Needle Tools; Felting Knives; Wooden Paddle; Banding Wheel Slab Roller; Extruder
- How glazes are affected in certain environments.

- Glazing techniques will be discussed including but not limited to the following: pouring, brushing, dipping, stencil work, bubbles, spraying, wheel manipulation, overlapping, etc.
- Color theory will be discussed when addressing glaze chemistry and color choice.
- Differences between bisque firing and glaze firings will be learned and observed.
- How texture can enhance clay pieces and how to utilize glazes to bring out the textures.
- Clay manipulation in the hand-building and wheel throwing.
- The basic throwing techniques as well as alternative methods of using the wheel for texture, product creation, etc.
- How to appreciate art and the value of their own work as well as works by others

**Students will be able to:**

- Design and create sculpture in the round that conveys the artist’s idea.
- Apply the Elements and Principles of Design with discretion
- Demonstrate traditional techniques of pinching, coiling, modeling, flattening, and burnishing to form practical or decorative forms
- Discuss traditional methods of working with clay that have evolved from various cultures around the world
- Identify the properties of clay and glazes
- Visualize the final form of an object through drawings
- Develop an enjoyment and confidence in the creation of pottery
- Display good craftsmanship by striving for excellence and uniqueness in the use of clay
- Research the lives and works of significant potters and to write and deliver oral reports
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures)and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Competencies for 21st Century Learners**

|   |   |   |                                 |
|---|---|---|---------------------------------|
| X | Collaborative Team Member                             | X | Effective Communicator          |
| X | Globally Aware, Active, & Responsible Student/Citizen | X | Information Literate Researcher |
| X | Innovative & Practical Problem Solver                 | X | Self-Directed Learner           |

**Resources**

- Visual Examples
- Books

- Periodicals
- Videos
- Posters
- Computer Resources
- Professional Potters
- Galleries and Museums

## Unit 8: Techniques of Working with Clay

Content Area: Visual Art

Course & Grade Level: Sculpture & Ceramics, Grades 10-12

### Summary & Rationale

The existing level of student interest can be utilized in the development of a ceramics course in which students will learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain technical skills, and engage in critical thinking in relation to media practices and manipulation. Pottery skills will enable students to develop portfolios which will be competitive for entrance requirements and scholarships. Ceramics also lends itself to integration with other academic disciplines and with the life of the larger community. Students will learn the importance of evaluating the ceramic form in terms of positive and negative space, balance, contrast, pattern, texture, unity, variety, and focal point.

Students will learn the many aspects of clay including the chemical composition of the clay body, the hand and wheel manipulation of clay, the firing of clay, and the glazing of bisque ware. Students will become familiar with well-known potters and their contributions to the discipline and will learn to identify their focus. Students will gain a thorough knowledge of those potters with whom she/he related in terms of aesthetics and purpose. Students will learn to organize their work and to work within the overall framework of organization and safety practices of the ceramic studio. They will learn to keep materials and equipment neat and in proper working order. This course will provide students with skills in slab, coil and mold methods of building sculpture and containers. Instruction in the use of wheel-thrown pottery will be provided.

### Recommended Pacing

15 Days

### State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

|            |  |
|------------|--|
| 1.1.12.D.1 | Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. |
|------------|--|

|            |  |
|------------|--|
| 1.1.12.D.2 | Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. |
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**Standard 1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

|            |  |
|------------|--|
| 1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
|------------|--|

|            |   |
|------------|---|
| 1.2.12.A.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. |
|------------|---|

**Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

|            |   |
|------------|---|
| 1.3.12.D.1 | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. |
|------------|---|

|   |   |
|---|---|
| 1.3.12.D.2  | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.   |
| 1.3.12.D.3  | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.  |
| 1.3.12.D.4  | Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.   |
| 1.3.12.D.5  | Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.  |
| <b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. |   |
| 1.4.12.A.1  | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.  |
| 1.4.12.A.2  | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.  |
| 1.4.12.A.3  | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.                              |
| 1.4.12.A.4  | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.   |
| 1.4.12.B.1  | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |
| 1.4.12.B.2  | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.   |
| 1.4.12.B.3  | Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.  |
| <b>Interdisciplinary Standards</b>  |   |
| NJLSA.R7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| <b>21st Century Life &amp; Career Standards</b>   |   |
| CRP2  | Apply appropriate academic and technical skills   |
| CRP4  | Communicate clearly and effectively and with reason   |
| CRP6  | Demonstrate creativity and innovation   |
| <b>Technology Standards</b>   |   |
| 8.2   | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| <b>Instructional Focus</b>  |   |
| <b>Unit Enduring Understandings</b>   |   |

- Writers use words and arrange sentences to communicate; artists use line, space, shape, color, value, form, and texture to visually create 3-D works of art.
- Physical representations are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Art is a reflection of time, place, culture and environment.

#### **Unit Essential Questions**

- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?
- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?
- What are some of the similarities that exist in all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

#### **Objectives**

##### **Students will know:**

- The hand-building techniques of the pinch method, coil building, and slab building
- Wheel-building techniques
- Students will learn casting forms
- The following key terms: Pinch Pot; Coil Building; Scoring; Slip; Slab Building; Leather-Hard; Wheel Throwing; Potter's Wheel; Centering; Opening Up; Lifting; Shaping; Finishing; Trimming; Turning Off; Handles; Molds (Press and Drape); Off-Center

- How glazes are affected in certain environments.
- Glazing techniques will be discussed including but not limited to the following: pouring, brushing, dipping, stencil work, bubbles, spraying, wheel manipulation, overlapping, etc.
- Color theory will be discussed when addressing glaze chemistry and color choice.
- Differences between bisque firing and glaze firings will be learned and observed.
- How texture can enhance clay pieces and how to utilize glazes to bring out the textures.
- Clay manipulation in the hand-building and wheel throwing.
- The basic throwing techniques as well as alternative methods of using the wheel for texture, product creation, etc.
- How to appreciate art and the value of their own work as well as works by others

**Students will be able to:**

- Design and create sculpture in the round that conveys the artist's idea.
- Apply the Elements and Principles of Design with discretion
- Demonstrate traditional techniques of pinching, coiling, modeling, flattening, and burnishing to form practical or decorative forms
- Discuss traditional methods of working with clay that have evolved from various cultures around the world
- Identify the properties of clay and glazes
- Visualize the final form of an object through drawings
- Develop an enjoyment and confidence in the creation of pottery
- Display good craftsmanship by striving for excellence and uniqueness in the use of clay
- Research the lives and works of significant potters and to write and deliver oral reports
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures) and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Competencies for 21st Century Learners**

|   |   |   |                                 |
|---|---|---|---------------------------------|
| X | Collaborative Team Member                             | X | Effective Communicator          |
| X | Globally Aware, Active, & Responsible Student/Citizen | X | Information Literate Researcher |
| X | Innovative & Practical Problem Solver                 | X | Self-Directed Learner           |

**Resources**

- Visual Examples



- Books
- Periodicals
- Videos
- Posters
- Computer Resources
- Professional Potters
- Galleries and Museums

## Unit 9: Forming the Surface of Clay

Content Area: Visual Art

Course & Grade Level: Sculpture & Ceramics, Grades 10-12

### Summary & Rationale

The existing level of student interest can be utilized in the development of a ceramics course in which students will learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain technical skills, and engage in critical thinking in relation to media practices and manipulation. Pottery skills will enable students to develop portfolios which will be competitive for entrance requirements and scholarships. Ceramics also lends itself to integration with other academic disciplines and with the life of the larger community. Students will learn the importance of evaluating the ceramic form in terms of positive and negative space, balance, contrast, pattern, texture, unity, variety, and focal point.

Students will learn the many aspects of clay including the chemical composition of the clay body, the hand and wheel manipulation of clay, the firing of clay, and the glazing of bisque ware. Students will become familiar with well-known potters and their contributions to the discipline and will learn to identify their focus. Students will gain a thorough knowledge of those potters with whom she/he related in terms of aesthetics and purpose. Students will learn to organize their work and to work within the overall framework of organization and safety practices of the ceramic studio. They will learn to keep materials and equipment neat and in proper working order. This course will provide students with skills in slab, coil and mold methods of building sculpture and containers. Instruction in the use of wheel-thrown pottery will be provided.

### Recommended Pacing

15 Days

### State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

|            |  |
|------------|--|
| 1.1.12.D.1 | Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. |
|------------|--|

|            |  |
|------------|--|
| 1.1.12.D.2 | Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. |
|------------|--|

**Standard 1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

|            |  |
|------------|--|
| 1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
|------------|--|

|            |   |
|------------|---|
| 1.2.12.A.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. |
|------------|---|

**Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

|            |   |
|------------|---|
| 1.3.12.D.1 | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. |
|------------|---|

|   |   |
|---|---|
| 1.3.12.D.2  | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.   |
| 1.3.12.D.3  | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.  |
| 1.3.12.D.4  | Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.   |
| 1.3.12.D.5  | Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.  |
| <b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. |   |
| 1.4.12.A.1  | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.  |
| 1.4.12.A.2  | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.  |
| 1.4.12.A.3  | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.                              |
| 1.4.12.A.4  | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.   |
| 1.4.12.B.1  | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |
| 1.4.12.B.2  | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.   |
| 1.4.12.B.3  | Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.  |
| <b>Interdisciplinary Standards</b>  |   |
| NJLSA.R7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| <b>21st Century Life &amp; Career Standards</b>   |   |
| CRP2  | Apply appropriate academic and technical skills   |
| CRP4  | Communicate clearly and effectively and with reason   |
| CRP6  | Demonstrate creativity and innovation   |
| <b>Technology Standards</b>   |   |
| 8.2   | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| <b>Instructional Focus</b>  |   |
| <b>Unit Enduring Understandings</b>   |   |

- Writers use words and arrange sentences to communicate; artists use line, space, shape, color, value, form, and texture to visually create 3-D works of art.
- Physical representations are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Art is a reflection of time, place, culture and environment.

#### **Unit Essential Questions**

- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?
- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?
- What are some of the similarities that exist in all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

#### **Objectives**

##### **Students will know:**

- Texturing of wet and leather-hard clay and burnishing
- The application of engobes
- The application of under glazes
- About glazing and preparing test tiles

- The following key terms: Impressed Decoration; Carved Decoration; Slip (Engobe) Painting; Slip Tracing; Sgraffito; MishIna; Stamped/Stippled Slip; Modeled Decoration; Wax Resist; Glazing; Inlay; Cloisonne
- How glazes are affected in certain environments.
- Glazing techniques will be discussed including but not limited to the following: pouring, brushing, dipping, stencil work, bubbles, spraying, wheel manipulation, overlapping, etc.
- Color theory will be discussed when addressing glaze chemistry and color choice.
- Differences between bisque firing and glaze firings will be learned and observed.
- How texture can enhance clay pieces and how to utilize glazes to bring out the textures.
- Clay manipulation in the hand-building and wheel throwing.
- The basic throwing techniques as well as alternative methods of using the wheel for texture, product creation, etc.
- How to appreciate art and the value of their own work as well as works by others

**Students will be able to:**

- Design and create sculpture in the round that conveys the artist's idea.
- Apply the Elements and Principles of Design with discretion
- Demonstrate traditional techniques of pinching, coiling, modeling, flattening, and burnishing to form practical or decorative forms
- Discuss traditional methods of working with clay that have evolved from various cultures around the world
- Identify the properties of clay and glazes
- Visualize the final form of an object through drawings
- Develop an enjoyment and confidence in the creation of pottery
- Display good craftsmanship by striving for excellence and uniqueness in the use of clay
- Research the lives and works of significant potters and to write and deliver oral reports
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures) and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Competencies for 21st Century Learners**

|   |   |   |                                 |
|---|---|---|---------------------------------|
| X | Collaborative Team Member                             | X | Effective Communicator          |
| X | Globally Aware, Active, & Responsible Student/Citizen | X | Information Literate Researcher |

|  |                                       |   |                       |
|--|---------------------------------------|---|-----------------------|
| X  | Innovative & Practical Problem Solver | X | Self-Directed Learner |
| <b>Resources</b>   |                                       |   |                       |
| <ul style="list-style-type: none"><li>● Visual Examples</li><li>● Books</li><li>● Periodicals</li><li>● Videos</li><li>● Posters</li><li>● Computer Resources</li><li>● Professional Potters</li><li>● Galleries and Museums</li></ul> |                                       |   |                       |

## Unit 10: Firing of Clay

Content Area: Visual Art

Course & Grade Level: Sculpture & Ceramics, Grades 10-12

### Summary & Rationale

The existing level of student interest can be utilized in the development of a ceramics course in which students will learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain technical skills, and engage in critical thinking in relation to media practices and manipulation. Pottery skills will enable students to develop portfolios which will be competitive for entrance requirements and scholarships. Ceramics also lends itself to integration with other academic disciplines and with the life of the larger community. Students will learn the importance of evaluating the ceramic form in terms of positive and negative space, balance, contrast, pattern, texture, unity, variety, and focal point.

Students will learn the many aspects of clay including the chemical composition of the clay body, the hand and wheel manipulation of clay, the firing of clay, and the glazing of bisque ware. Students will become familiar with well-known potters and their contributions to the discipline and will learn to identify their focus. Students will gain a thorough knowledge of those potters with whom she/he related in terms of aesthetics and purpose. Students will learn to organize their work and to work within the overall framework of organization and safety practices of the ceramic studio. They will learn to keep materials and equipment neat and in proper working order. This course will provide students with skills in slab, coil and mold methods of building sculpture and containers. Instruction in the use of wheel-thrown pottery will be provided.

### Recommended Pacing

15 Days

### State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

|            |  |
|------------|--|
| 1.1.12.D.1 | Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. |
|------------|--|

|            |  |
|------------|--|
| 1.1.12.D.2 | Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. |
|------------|--|

**Standard 1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

|            |  |
|------------|--|
| 1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
|------------|--|

|            |   |
|------------|---|
| 1.2.12.A.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. |
|------------|---|

**Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

|            |   |
|------------|---|
| 1.3.12.D.1 | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. |
|------------|---|

|   |   |
|---|---|
| 1.3.12.D.2  | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.   |
| 1.3.12.D.3  | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.  |
| 1.3.12.D.4  | Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.   |
| 1.3.12.D.5  | Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.  |
| <b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. |   |
| 1.4.12.A.1  | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.  |
| 1.4.12.A.2  | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.  |
| 1.4.12.A.3  | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.                              |
| 1.4.12.A.4  | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.   |
| 1.4.12.B.1  | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |
| 1.4.12.B.2  | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.   |
| 1.4.12.B.3  | Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.  |
| <b>Interdisciplinary Standards</b>  |   |
| NJLSA.R7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| <b>21st Century Life &amp; Career Standards</b>   |   |
| CRP2  | Apply appropriate academic and technical skills   |
| CRP4  | Communicate clearly and effectively and with reason   |
| CRP6  | Demonstrate creativity and innovation   |
| <b>Technology Standards</b>   |   |
| 8.2   | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| <b>Instructional Focus</b>  |   |
| <b>Unit Enduring Understandings</b>   |   |



- Writers use words and arrange sentences to communicate; artists use line, space, shape, color, value, form, and texture to visually create 3-D works of art.
- Physical representations are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Art is a reflection of time, place, culture and environment.

#### **Unit Essential Questions**

- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?
- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?
- What are some of the similarities that exist in all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

#### **Objectives**

##### **Students will know:**

- Primitive and commercial firing of clay
- About the Raku Kiln
- The following key terms: Kiln; Firing; Sintering; Greenware; Bisque Firing or Biscuit Firing; Porous; Vitrify; Pyrometric Cones; Kiln Furniture; Refractory Tiles and Kiln Props; Bisque Ware; Glost Firing
- How glazes are affected in certain environments.

- Glazing techniques will be discussed including but not limited to the following: pouring, brushing, dipping, stencil work, bubbles, spraying, wheel manipulation, overlapping, etc.
- Color theory will be discussed when addressing glaze chemistry and color choice.
- Differences between bisque firing and glaze firings will be learned and observed.
- How texture can enhance clay pieces and how to utilize glazes to bring out the textures.
- Clay manipulation in the hand-building and wheel throwing.
- The basic throwing techniques as well as alternative methods of using the wheel for texture, product creation, etc.
- How to appreciate art and the value of their own work as well as works by others

**Students will be able to:**

- Design and create sculpture in the round that conveys the artist’s idea.
- Apply the Elements and Principles of Design with discretion
- Demonstrate traditional techniques of pinching, coiling, modeling, flattening, and burnishing to form practical or decorative forms
- Discuss traditional methods of working with clay that have evolved from various cultures around the world
- Identify the properties of clay and glazes
- Visualize the final form of an object through drawings
- Develop an enjoyment and confidence in the creation of pottery
- Display good craftsmanship by striving for excellence and uniqueness in the use of clay
- Research the lives and works of significant potters and to write and deliver oral reports
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures)and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Competencies for 21st Century Learners**

|   |   |   |                                 |
|---|---|---|---------------------------------|
| X | Collaborative Team Member                             | X | Effective Communicator          |
| X | Globally Aware, Active, & Responsible Student/Citizen | X | Information Literate Researcher |
| X | Innovative & Practical Problem Solver                 | X | Self-Directed Learner           |

**Resources**

- Visual Examples
- Books

- Periodicals
- Videos
- Posters
- Computer Resources
- Professional Potters
- Galleries and Museums