<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Apply Three-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems</td>
</tr>
</tbody>
</table>

### Concept

A. Sculpture, ceramics, other media

### Learning Targets

1. Use and apply vocabulary and concepts associated with ceramics
2. Create a sculpture using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, Styrofoam, and commercially-produced carving blocks
3. Create a sculpture using carving techniques. A possible media choice could include, but is not limited to: clay
4. Create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout product
5. Demonstrate consistent glaze application
6. Demonstrate engagement with experimentation and informed decision making with paint

### Alignments:

CCSS: 11-12.RST.2; 11-12.RST.4; 11-12.RST.7; 11-12.RST.8; 11-12.RST.9
Performance: 1.6, 2.4, 2.5, 4.5, 4.7
Knowledge: (FA) 1-3 (H/PE) 2,5
VAGLE: PP.1.B (HS Level 4); PP.2.A (HS Levels 2,3)
NETS: 3d
DOK: 4
### Instructional Strategies

- The teacher will:
  - model:
    - pinch
    - coil
    - slab construction
    - carving methods
    - dip glazing
    - the proper way to use equipment
  - discuss definitions of ceramics terms and equipment
- Students will:
  - use ceramic vocabulary orally and in written form
  - create clay pieces using:
    - pinch
    - coil
    - slab construction
    - carving
  - dip glaze functional pottery for food usage, with lead free glaze, and prepare them for firing

### Assessments/Evaluations

- Student reflective questions
- Scoring guides
- Written assessments
- Use of correct terminology during class

**Mastery: 85%**

### Sample Assessment Questions

- What is the proper way to use a needle tool?
- How do you score and slip?
- How do you make a pinch pot?
## Ceramics I

### Instructional Resources/Tools

- Instructional packets/reference sheets
- YouTube videos
- Google

### Literacy Connections

- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- Health
- ELA
### Ceramics I

<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes</td>
</tr>
</tbody>
</table>

#### Concept

B. Subject matter: themes in fine art and functional art

#### Learning Targets

1. 
   - Select subject matter to communicate personal ideas through a series of original, related works
   - Exhibit skill in wheel throwing
   - Create a functional ceramic piece on the potter’s wheel
   - Create a lidded jar using hand-building techniques
   - Create an original artwork that communicates ideas through the following themes: cultural identity, social commentary, ceremony/ritual, myth/legend, reflection/transparency

### Alignments:

CCSS: 11-12.SL.1a; 11-12.SL.2; 11-12.RST.7; 11-12.RST.9; 11-12.WHST.4
Performance: 1.9, 2.4, 2.5, 3.2, 4.5
Knowledge: (FA) 1,2,4,5 (H/PE) 4 (SC) 2,8 (SS) 6
VAGLE: PP.2.A (HS Level 3); PP.3.A (HS Level 4); PP.3.C (HS Level 2)
NETS: 3a,b: 5a
DOK: 4

### Instructional Strategies

- The teacher will model:
  - using the potter’s wheel/creating a vessel with a fitted lid
  - creating a mythical creature from clay
- Students will create a:
  - symmetrical, functional form on the potter’s wheel/vessel with a fitted lid
  - mythical creature from clay
### Assessments/Evaluations

- Original clay pieces using a teacher created scoring guides
- Student reflective questions
- Scoring guides

Mastery: 85%

### Sample Assessment Questions

- What is the most important thing you need to remember when throwing a pot on the wheel?

### Instructional Resources/Tools

- Instructional packets/reference sheets
- YouTube videos
- Google

### Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
## Cross Curricular Connections

- Social Studies: History
- Science
- Health
- Math
- ELA
### Copper I

<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements and Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork</td>
</tr>
</tbody>
</table>

#### Concept

C. Elements:
- Line
- Shape
- Form
- Color
- Value
- Texture
- Space

#### Learning Targets

1. 
   - Identify and use implied shapes
   - Identify and create complex form in-the-round
   - Contrast textures within the same artwork
   - Design negative and positive space from all viewpoints in three-dimensional work
   - Use line, shape, form, texture, color, value, space expressively to communicate ideas

### Alignments:

CCSS: 11-12.SL.2; 11-12.SL.5; 11-12.RH.2; 11-12.RH.7; G-MG.1; G-MG.3; G-CO.12

Performance: 1.5, 1.9, 2.3, 2.5, 4.5

Knowledge: (FA) 2 (MA) 2

VAGLE: EP.1.A-G (HS Levels 3,4)

NETS: 3; 5a

DOK: 4

### Instructional Strategies

- The teacher will:
  - demonstrate how the elements of art can be used in ceramic projects
  - review elements of art and discuss how they can be applied to ceramics
### Ceramics I

**Assessments/Evaluations**

- Student and teacher critiques
- Scoring guides
- Student reflective questions
- Written assessments

Mastery: 85%

**Sample Assessment Questions**

- How can contour line be used to create texture on your project?
- What are the basic shapes?
- How do you create a form with clay?
- How can a color scheme create a unified feel in your art?
- How can you create value with paint?
- What is the negative space in your art?

**Instructional Resources/Tools**

- Art talk books
- Instructional packets/reference sheets
- YouTube videos
- Google

**Literacy Connections**

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
Ceramics I

Cross Curricular Connections

- Math
- ELA
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements and Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Use Elements of Art for Their Effect in Communicating Ideas Through Artwork</td>
</tr>
</tbody>
</table>

**Concept**

D. Principles:
- Balance
- Emphasis
- Contrast
- Rhythm/repetition
- Unity
- Proportion
- Aesthetics

**Learning Targets**

1. Use balance, emphasis, contrast, rhythm/repetition, unity, proportion, and aesthetics to support the expression of an idea or theme

**Alignments:**
CCSS: 11-12.SL.2; 11-12.RH.7; 11-12.RST.4; 11-12.RST.9; G-MG.1; G-MG.3
Performance: 1.5, 2.3, 2.5, 4.5
Knowledge: (FA) 2,3 (SS) 6
VAGLE: EP.2.A-G (HS Level 4)
NETS: 3a,b; 5a
DOK: 4

**Instructional Strategies**

- The teacher will discuss definitions of principles and how they can be used in ceramics
- Students will:
  - do projects that incorporate the principles of art
  - independently make choices regarding composition and subject

**Assessments/Evaluations**

- Student and teacher critiques
- Scoring guides
- Student reflective questions
- Written assessments

Mastery: 85%
**Ceramics I**

### Sample Assessment Questions

- **Balance/Unity** – How can you create unity through balance in your artwork?
- **Proportion/Emphasis** – Demonstrate how choosing a point of emphasis in your art affects proportion
- **Contrast/Movement** – How can you use contrast to create movement?
- **Aesthetics** – How do effigy pots reflect the beliefs of a culture?

### Instructional Resources/Tools

- Art talk books
- Instructional packets/reference sheets
- YouTube videos
- Google

### Literacy Connections

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- Social Studies
- Math
- ELA
### Strand | Artistic Perceptions
---|---
**Big Idea** | Analyze and Evaluate Art Using Art Vocabulary

#### Concept

E. Art criticism

#### Learning Targets

1. • Compare and contrast two artworks:
   • Describe artwork
   • Analyze the use of elements and principles in the work
   • Interpret the meaning of the work (subject, theme, symbolism, message communicated)
   
   • Judge the work from various perspectives:
     • showing a real or idealized image of life (Imititionalism)
     • expressing feelings (Emotionalism/Expressionism)
     • emphasizing elements and principles (Formalism)
     • serving a purpose in the society or culture (Functionalism)

#### Alignments:
CCSS: 11-12.RI.7; 11-12.L.3; 11-12.L.6; 11-12.RST.4; 11-12.RST.5; 11-12.RST.6; 11-12.RST.7
Performance: 1.1, 1.5, 1.6, 1.9, 2.2, 2.4, 4.5
Knowledge: (FA) 3
VAGLE: AP.2.A (HS Level 3)
NETS: 3a,b; 5a
DOK: 4

#### Instructional Strategies

• The teacher will:
  • answer questions about student work in progress
  • model appropriate critique questions and responses that incorporate ceramics and art terminology
  • assess the quality and progress of student artwork
## Assessments/Evaluations

- Scoring guides
- Student reflective questions
- Student and teacher critiques
- Scoring guides with project specific reflective questions

Mastery: 85%

## Sample Assessment Questions

- What was successful about your project?
- What could you do to improve your project?

## Instructional Resources/Tools

- Reflective questions
- Art talk books
- Instructional packets/reference sheets
- YouTube videos
- Google

## Literacy Connections

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics
- Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas
Ceramics I

- Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem

**Cross Curricular Connections**

- Social Studies
- ELA
<table>
<thead>
<tr>
<th><strong>Strand</strong></th>
<th><strong>Interdisciplinary Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td>Explain the Connections between Visual Art and Communication Arts, Math, Science or Social Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Concept</strong></th>
<th><strong>Learning Targets</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>F. Connecting art and non-art subjects</td>
<td>1. Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods</td>
</tr>
</tbody>
</table>

**Alignments:**
CCSS: 11-12.RH.2; 11-12.RH.7; 11-12.RH.6; 11-12.RST.7; 11-12.RST.9
Performance: 1.2, 1.6, 1.9, 3.6, 4.5
Knowledge: (FA) 4,5 (SS) 5,6
VAGLE: IC.2.A (HS Level 3)
NETS: 4a,c,d
DOK: 4

**Instructional Strategies**
- Students will model how to create clay projects that are based around other cultures
- The teacher will discuss various cultures and their traditions/beliefs

**Assessments/Evaluations**
- Scoring guides
- Student reflective questions
- Student and teacher discussions
- Written assessments

Mastery: 85%

**Sample Assessment Questions**
- How did the people of this culture feel about person/animal/god represented in the effigy pot?
## Instructional Resources/Tools

- Art talk books
- Instructional packets/reference sheets
- YouTube videos
- Google

## Literacy Connections

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

## Cross Curricular Connections

- Social Studies: History
- ELA
<table>
<thead>
<tr>
<th><strong>Strand</strong></th>
<th>Historical and Cultural Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td>Compare and Contrast Artworks from Different Historical Time Periods and/or Cultures</td>
</tr>
</tbody>
</table>

**Concept**

G. Characteristics of artworks

**Learning Targets**

1. Compare and contrast two artworks on:
   - time
   - place
   - artist
   - subject matter
   - theme
   - characteristics
   - material/technology
   - ideas and beliefs of culture
   - function of art in culture/society

**Alignments:**
CCSS: 11-12.SL.4; 11-12.RH.6; 11-12.RH.9; 11-12.RST.9
Performance: 1.6, 1.9, 2.4, 3.6, 4.5
Knowledge: (FA) 5 (SS) 5,6
VAGLE: HCC.1.B (HS Level 3)
NETS: 4a,d; 5a
DOK: 3

**Instructional Strategies**

- The teacher will lead discussions on historical ceramics pieces and when aesthetic form became as important as the function of the vessel.
- Students will demonstrate characteristics of Greek Black Figure pottery and how it relates to:
  - themes
  - ideas
  - beliefs of culture
### Assessments/Evaluations

- Student reflective questions
- Student and teacher critiques
- Scoring guides
- Written assessments

**Mastery:** 85%

### Sample Assessment Questions

- Compare and contrast the two artists’ subject matters

### Instructional Resources/Tools

- Art talk books
- Instructional packets/reference sheets
- YouTube videos
- Google

### Literacy Connections

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- Social Studies
- ELA