

Strand	Product/Performance
Big Idea	Select and Apply Three-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems
<p style="text-align: center;"><u>Concept</u></p> <p>A. Sculpture, ceramics, other media</p>	<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Use and apply vocabulary and concepts associated with ceramics • Create a functional ceramic piece on the potter's wheel • Create a sculpture using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, Styrofoam, commercially-produced carving blocks • Create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout product • Demonstrate production of a symmetrical form (e.g., cylinder, bowl, or cup) • Demonstrate use of an alternative decorative finish (e.g., sgraffito, slip painting, incising, or Mishima) • Demonstrate engagement with experimentation and informed decision making with paint
<p>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 Knowledge: (FA) 1-3 (H/PE) 2,5 (SS) 5,6 VAGLE: AP.2.A (HS Level 2); PP.2.A (HS Levels 2-4) NETS: 3a,b,d; 5a DOK: 4</p>	

Instructional Strategies

- The teacher will:
 - model techniques such as:
 - pinch
 - coil
 - slab
 - carving
 - slip painting
 - sgraffito
 - glazing
 - discuss:
 - definitions and use of ceramics terms and equipment
 - history and origin of sgraffito
- Students will:
 - use ceramic vocabulary orally and in written form
 - create clay pieces using:
 - pinch
 - coil
 - slab construction
 - carving
 - slip painting
 - sgraffito
 - dip glaze functional pottery for food usage and prepare them for firing

Assessments/Evaluations

- Student and teacher critiques
- Student reflective questions
- Scoring guides
- Written assessments
- Use of correct terminology and tools during class

Mastery: 85%

Sample Assessment Questions

- Which direction should you carve in relation to yourself and others?
- Describe the sgraffito process
- What is slip painting?

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

- Social Studies: History
- Health
- ELA

Strand	Product/Performance	
Big Idea	Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes	
<p style="text-align: center;"><u>Concept</u></p> <p>B. Subject matter: themes in fine art and functional art</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Combine subject matter in original artworks to communicate ideas (e.g., figure and/or architecture in a landscape) • Create an original functional artwork that communicates a personal idea • Create original artwork that communicates ideas through themes (e.g., national identity, spirituality, vision, progress, human condition, narrative)
<p>Alignments: CCSS: 11-12.SL.1a; 11-12.SL.2; 11-12.RST.7; 11-12.RST.9 Performance: 1.4, 2.4, 2.5, 3.2, 4.5 Knowledge: (FA) 1,4,5 (H/PE) 4 (MA) 2 (SC) 2,8 (SS) 6 VAGLE: PP.3.A-C (HS Level 3) NETS: 3a,b; 5a DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Student's will: <ul style="list-style-type: none"> • create a functional set of dishes using the potter's wheel • create an architectural piece in a landscape using clay slabs • model how to create a relief sculpture that depicts lyrics from a song • The teacher will: <ul style="list-style-type: none"> • model how to create a: <ul style="list-style-type: none"> • mug with a handle • bowl • plate • discuss the difference between form and function 		

Assessments/Evaluations

- Student and teacher critiques
- Student reflective questions
- Scoring guides
- Written assessments
- Use of:
 - correct terminology
 - tools
 - process
 during class

Mastery: 85%

Sample Assessment Questions

- What is a relief sculpture?
- What is the difference between bas-relief and alto-relief?

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

Cross Curricular Connections

- Science
- Health
- Math
- ELA
- Social Studies

Strand	Elements and Principles	
Big Idea	Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork	
<u>Concept</u>		<u>Learning Targets</u>
C. <ul style="list-style-type: none">• Line• Shape• Form• Texture• Color• Value• Space		1. <ul style="list-style-type: none">• Identify and use implied shapes• Identify and create complex forms 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, and space expressively to communicate ideas
Alignments: CCS: 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 Knowledge: (FA) 2 (MA) 2 VAGLE: EP.1.A-G (HS Levels 3,4) NETS: 3; 5a DOK: 4		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none">• The teacher will model how to use slabs and carving to create a complex, textured bottle with a fitted stopper• Discuss the difference between drawing and carving on clay to create texture• Students will be able to create well balanced, interesting, and complex ceramic pieces		

Assessments/Evaluations

- Student and teacher critiques
- Student reflective questions
- Scoring guides
- Written assessments
- Use of:
 - correct terminology
 - tools
 - process
 during class

Mastery: 85%

Sample Assessment Questions

- What is the difference between drawing and carving on clay to create texture?

Instructional Resources/Tools

- 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

Cross Curricular Connections

- Math
- ELA

Strand	Elements and Principles	
Big Idea	Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork	
<p style="text-align: center;"><u>Concept</u></p> <p>D.</p> <ul style="list-style-type: none"> • Balance • Emphasis • Contrast • Rhythm/repetition • Unity • Proportion • Aesthetics 		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Use balance, emphasis, contrast, rhythm/repetition, unity, proportion, and aesthetics to support the expression of an idea or theme
<p>Alignments: CCSS: 11-12.SL.2; 11-12.RH.7; 11-12.RST.9; 11-12.WHST.4; 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 4) NETS: 3a,b; 5a DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • The teacher will discuss the principles of art and how they can be used in ceramics • Students will: <ul style="list-style-type: none"> • do projects that incorporate the principles • independently make choices regarding composition and subject 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Student and teacher critiques • Student reflective questions • Scoring guides • Written assessments • Use of correct terminology during class <p>Mastery: 85%</p>		

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 effects 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

- 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
- 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
- Math
- ELA

Strand	Artistic Perceptions	
Big Idea	Analyze and Evaluate Art Using Art Vocabulary	
	<p style="text-align: center;"><u>Concept</u></p> <p>E. Art criticism</p>	<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Compare and contrast two artworks: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • showing a real or idealized image of life (Imitationalism) • expressing feelings (Emotionalism/ Expressionism) • emphasizing elements and principles (Formalism) • serving a purpose in the society or culture (Functionalism)
<p>Alignments: CCSS: 11-12.RI.7; 11-12.L.3; 11-12.L.6; 11-12.RST.5; 11-12.RST.6; 11-12.RST.7; 11-12.WHST.4 Performance: 1.1, 1.5, 1.6, 1.9, 2.2, 2.4, 4.5 Knowledge: (FA) 3 (SS) 6 VAGLE: AP.2.A NETS: N/A DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • The teacher will: <ul style="list-style-type: none"> • answer questions about student work in progress • assess the quality and progress of student art work • model appropriate critique questions and responses that incorporate ceramics and art terminology • Correct use of terminology in: <ul style="list-style-type: none"> • writing • speaking • presenting 		

Assessments/Evaluations

- Scoring guides
- Student reflective questions
- Written assessments
- Use of:
 - correct terminology
 - tools
 - process
 during class
- Students will compare and contrast their pieces of their matching wheel thrown set

Mastery: 85%

Sample Assessment Questions

- How does the relief sculpture depict what the song lyrics are expressing?

Instructional Resources/Tools

- 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
- Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas
- 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

Ceramics II

- 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
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Cross Curricular Connections

- Social Studies
- ELA

Strand	Interdisciplinary Connections	
Big Idea	Explain the Connections between Visual Art and Communication Arts, Math, Science or Social Studies	
<p style="text-align: center;"><u>Concept</u></p> <p>F. Connecting art and non-art subjects</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods
<p>Alignments: CCSS: 11-12.RH.2; 11-12.RH.7; 11-12.RH.9; 11-12.RST.7; 11-12.RST.9 Performance: 1.2, 1.6, 1.9, 3.6 Knowledge: (FA) 4 (SS) 5,6 VAGLE: IC.2.A NETS: 4a,c,d DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> The teacher will: <ul style="list-style-type: none"> discuss various cultures and their traditions/beliefs model how to create clay projects that are based around other cultures 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> Scoring guides Student reflective questions Written assessments Use of correct terminology during class <p>Mastery: 85%</p>		
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> What historical/social ideas are reflected in the finished mask? 		
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> 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
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- 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

Strand	Historical and Cultural Contexts	
Big Idea	Compare and Contrast Artworks from Different Historical Time Periods and/or Cultures	
<p style="text-align: center;"><u>Concept</u></p> <p>G. Historical period or culture</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Identify artworks from the following: <ul style="list-style-type: none"> • Cubism • American Regionalism • Abstract Expressionism • Native-American • Latino • Asia
<p>Alignments: CCSS: 11-12.RST.7; 11-12.RST.9 Performance: 1.6, 1.9, 2.5, 3.6, 4.5 Knowledge: (FA) 5 (SS) 2,5,6 VAGLE: HCC.1.A NETS: 3d; 4a DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • The teacher will: <ul style="list-style-type: none"> • analyze and discuss Native American vessels and their characteristics with students • model a Native American vessel 		

<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Scoring guides • Student reflective questions • Written assessments • Use of: <ul style="list-style-type: none"> • correct terminology • tools • process during class <p>Mastery: 85%</p>
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • How is the vessel's form characteristic of Native American artwork? • How does symbolism on the vessels relate to the Native American culture?
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Instructional packets/reference sheets • YouTube videos • Google
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> • 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
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> • Social Studies • ELA

Strand	Historical and Cultural Contexts	
Big Idea	Compare and Contrast Artworks from Different Historical Time Periods and/or Cultures	
<p style="text-align: center;"><u>Concept</u></p> <p>H. Characteristics of artworks</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>2.</p> <ul style="list-style-type: none"> • Compare and contrast two artworks on: <ul style="list-style-type: none"> • time • place • artist • subject matter • theme • characteristics • material/technology • ideas and beliefs of culture • function of art in culture/society
<p>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 NETS: 4a,d; 5a DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • The teacher will discuss: <ul style="list-style-type: none"> • discuss historical themes in cultures • themes in historical masks of different cultures 		

Assessments/Evaluations

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

Mastery: 85%

Sample Assessment Questions

- Compare and contrast the subject matter in the two pieces of art

Instructional Resources/Tools

- 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: History – culture
- ELA

