

# Ceramics III

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;"><b><u>Concept</u></b></p> <p>A. Sculpture, ceramics, other media</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Use and apply vocabulary and concepts associated with ceramics</li> <li>Create a mixed media sculpture using a variety of processes and techniques</li> <li>Create a functional ceramic piece on the potter's wheel</li> <li>Select and apply ceramics media (e.g., clay body, decorative finish) and techniques that demonstrate: <ul style="list-style-type: none"> <li>sensitivity and subtlety in use of media</li> <li>engagement with experimentation and/or risk taking</li> <li>informed decision-making</li> </ul> </li> <li>Demonstrate engagement with experimentation and informed decision making with paint</li> </ul> </li> </ol>
<p><b>Alignments:</b>  CCSS: 11-12.RST.2; 11-12.RST.3; 11-12.RST.4; 11-12.RST.7; 11-12.RST.8; 11-12.RST.9  Performance: 1.9, 2.5, 3.3, 4.5, 4.7  Knowledge: (FA) 1,3 (H/PE) 2,5 (SS) 5,6  VAGLE: PP.2.A (HS Level 3,4)  NETS: 3a,b,d; 5a  DOK: 4</p>	

**Instructional Strategies**

- The teacher will:
  - discuss definitions and proper use of ceramic terms and equipment
  - model a pitcher made on the potter's wheel
- Students will:
  - Use ceramic vocabulary orally and in written form
  - dip glaze functional pottery for food usage, with lead-free glaze, 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**

- What are different ways to experiment with glaze?
- How is the pitcher's form related to its function?

**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
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- 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*

### Ceramics III

- 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
- Social Studies
- ELA

Strand	Product/Performance	
Big Idea	Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes	
<b><u>Concept</u></b>		<b><u>Learning Targets</u></b>
B. Subject matter: themes in fine art and functional art		<ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Select subject matter to communicate personal ideas through a series of original, related works</li> <li>Create a series of original, related, functional artworks that communicate a personal idea</li> <li>Develop a theme through a series of original artworks that communicates personal ideas</li> <li>Addresses complex visual and/or conceptual ideas</li> <li>Shows an imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety</li> </ul> </li> </ol>
<b>Alignments:</b> CCSS: 11-12.SL.1a; 11-12.SL.2; 11-12.RST.4; 11-12.RST.7; 11-12.RST.9 Performance: 2.4, 2.5, 2.6, 3.3, 4.5 Knowledge: (FA) 1,4,5 (H/PE) 4 (MA) 2 (SC) 2,8 (SS) 6 VAGLE: PP.3.A-C (HS Level 4) NETS: 3a,b; 5a DOK: 4		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>The teacher will provide examples of a series of original/functional/complex artworks related by theme</li> <li>Select and create a series of original and/or functional complex artworks that are all related by a common theme</li> <li>Students will:               <ul style="list-style-type: none"> <li>produce a series of complex, functional wheel thrown and slab built pitcher and glass sets</li> <li>create detailed texture after/before the sets are created</li> <li>present and critique the pieces</li> </ul> </li> </ul>		

**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**

- How are the artworks related?
- What are some ways to experiment with ceramics and glaze?

**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
- 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
- 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

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;"><b><u>Concept</u></b></p> <p>C.</p> <ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Form</li> <li>• Texture</li> <li>• Color</li> <li>• Value</li> <li>• Space</li> </ul>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Identify and use implied shapes</li> <li>• Identify and create complex form in-the-round</li> <li>• Contrast textures within the same artwork</li> <li>• Design negative and positive space from all viewpoints in three-dimensional work</li> <li>• Use line, shape, form, texture, color, value, and space expressively to communicate ideas</li> </ul>
<p><b>Alignments:</b>  CCS: 11-12.SL.2; 11-12.SL.5; 11-12.RH.2; 11-12.RH.7; 11-12.RST.4; 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</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Create a complex and expressive piece that uses the elements to help communicate a theme</li> <li>• The teacher will provide examples of ceramic pieces, which demonstrate each target. Examples will be used in class discussions</li> </ul>		

<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Student and teacher critiques</li> <li>• Student reflective questions</li> <li>• Scoring guides</li> <li>• Written assessments</li> <li>• Use of correct terminology and tools during class</li> </ul> <p>Mastery: 85%</p>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• How can texture help communicate an idea?</li> </ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>• Instructional packets/reference sheets</li> <li>• YouTube videos</li> <li>• Google</li> </ul>
<p style="text-align: center;"><b><u>Literacy Connections</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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 <i>grades 11–12 texts and topics</i></li> </ul>
<p style="text-align: center;"><b><u>Cross Curricular Connections</u></b></p> <ul style="list-style-type: none"> <li>• Math</li> <li>• ELA</li> </ul>



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;"><b><u>Concept</u></b></p> <p>D.</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Emphasis</li> <li>• Contrast</li> <li>• Rhythm/Repetition</li> <li>• Unity</li> <li>• Proportion</li> <li>• Aesthetics</li> </ul>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Use balance, emphasis, contrast, rhythm/repetition, unity, proportion, aesthetics to support the expression of an idea or theme</li> </ul>
<p><b>Alignments:</b>  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  Knowledge: (FA) 2,3 (SS) 6  VAGLE: EP.2.A-G (HS Level 4)  NETS: 3a,b; 5a  DOK: 4</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will: <ul style="list-style-type: none"> <li>• discuss how the principals can help express a theme</li> <li>• model how to create a complex piece that uses emphasis and rhythm to express a theme</li> </ul> </li> <li>• Students will produce complex ceramic pieces, which include the elements of art</li> </ul>		
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Student and teacher critiques</li> <li>• Student reflective questions</li> <li>• Scoring guides</li> <li>• Written assessments</li> <li>• Use of correct terminology and tools during class</li> </ul> <p>Mastery: 85%</p>		

**Sample Assessment Questions**

- How does the use of emphasis help express the theme in your artwork?

**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
- 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	
<u>Concept</u>  E. Art criticism		<u>Learning Targets</u>  1. <ul style="list-style-type: none"><li>• Use the following process with a body of work (portfolio) and a series of artwork:<ul style="list-style-type: none"><li>• Describe artwork</li><li>• Analyze the use of elements and principles in the work</li><li>• Interpret the meaning of the work (subject, theme, symbolism, message communicated)</li><li>• Show a real or idealized image of life (Imitationalism)</li><li>• Express feelings (Emotionalism/Expressionism)</li><li>• Emphasize elements and principles (Formalism)</li><li>• Serves a purpose in the society or culture (Functionalism)</li></ul></li></ul>
<b>Alignments:</b> CCSS: 11-12.RI.7; 11-12.L.3; 11-12.RST.4; 11-12.L.6; 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, 2.5 Knowledge: (FA) 3 (SS) 6 VAGLE: AP.2.A (HS Level 4) NETS: N/A DOK: 4		
<u>Instructional Strategies</u> <ul style="list-style-type: none"><li>• The teacher will:<ul style="list-style-type: none"><li>• model appropriate critique questions and responses</li><li>• supervise student led critique analyzing and interpreting the message being communicated in student artwork</li></ul></li><li>• Students will:<ul style="list-style-type: none"><li>• create a digital portfolio used to critique personal art produced in Ceramics III</li><li>• present the portfolio to the class</li></ul></li></ul>		

**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**

- Does the figure show a real or idealized image of life?

**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
- 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*
- 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
- 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

Strand	Interdisciplinary Connections	
Big Idea	Explain the Connections between Visual Art and Communication Arts, Math, Science or Social Studies	
<p style="text-align: center;"><b><u>Concept</u></b></p> <p>F. Connecting art and non-art subjects</p>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>• Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods</li> <li>• Explain how contemporary events and social ideas are reflected in student artworks</li> </ul> </li> </ol>
<p><b>Alignments:</b>  CCSS: 11-12.RH.2; 11-12.RH.7; 11-12.RH.9; 11-12.RST.4; 11-12.RST.7; 11-12.RST.9  Performance: 1.2, 1.6, 1.9, 2.4, 3.6, 4.5  Knowledge: (FA) 4 (SS) 5,6  VAGLE: IC.2.A (HS Levels 3,4)  NETS: 3b; 5a  DOK: 4</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will discuss how historical events and social ideas are reflected in artwork from other cultures and time periods with students</li> <li>• Students will create a ceramic piece with a Steampunk theme that reflects historical events and ideas from the Industrial Revolution</li> </ul>		
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Student and teacher critiques</li> <li>• Student reflective questions</li> <li>• Scoring guides</li> <li>• Written assessments</li> <li>• Use of correct terminology and tools during class</li> </ul> <p>Mastery: 85%</p>		
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• How are certain events/time periods reflected in your artwork?</li> </ul>		

**Instructional Resources/Tools**

- 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
- 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
- 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

<b>Strand</b>	<b>Historical and Cultural Contexts</b>	
<b>Big Idea</b>	<b>Compare and Contrast Artworks from Different Historical Time Periods and/or Cultures</b>	
<b><u>Concept</u></b>		<b><u>Learning Targets</u></b>
G. Historical period or culture		1. <ul style="list-style-type: none"> <li>• Select and research periods/movements of art that align with portfolio development</li> </ul>
<b>Alignments:</b> CCSS: 11-12.RST.4; 11-12.RST.7; 11-12.RST.9 Performance: 1.1, 1.6, 2.5, 3.6, 4.5 Knowledge: (CA) 3-7 (FA) 5 (SS) 2,5,6 VAGLE: HCC.1.A (HS Level 4) NETS: 3b; 5a DOK: 4		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>• The teacher will provide and discuss examples of art movements</li> <li>• Students will:               <ul style="list-style-type: none"> <li>• select and research movements in art that align with the development of a series of student artworks</li> <li>• use their research for project ideas and to compare and contrast their art to others' art in their portfolio</li> </ul> </li> </ul>		
<b><u>Assessments/Evaluations</u></b>		
<ul style="list-style-type: none"> <li>• Student and teacher critiques</li> <li>• Student reflective questions</li> <li>• Scoring guides</li> <li>• Written assessments</li> <li>• Use of correct terminology and tools during class</li> </ul> Mastery: 85%		
<b><u>Sample Assessment Questions</u></b>		
<ul style="list-style-type: none"> <li>• How is an art movement represented in your art portfolio?</li> </ul>		



**Instructional Resources/Tools**

- Instructional packets/reference sheets
- YouTube videos
- Google

**Literacy Connections**

- 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
- 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

<b>Strand</b>	<b>Historical and Cultural Contexts</b>	
<b>Big Idea</b>	<b>Compare and Contrast Artworks from Different Historical Time Periods and/or Cultures</b>	
<u><b>Concept</b></u>		<u><b>Learning Targets</b></u>
H. Characteristics of artworks		2. <ul style="list-style-type: none"> <li>• Describe the evolution of an artist's body of work over time</li> <li>• Explain an artist's place in historical context</li> </ul>
<b>Alignments:</b> CCSS: 11-12.SL.4; 11-12.RH.6; 11-12.RH.9; 11-12.RST.9; 11-12.WHST.4 Performance: 1.6, 1.9, 2.4, 3.6, 4.5 Knowledge: (FA) 5 (SS) 5,6 VAGLE: HCC.1.B (HS Level 4) NETS: 3b; 5a DOK: 4		
<u><b>Instructional Strategies</b></u>		
<ul style="list-style-type: none"> <li>• The teacher will provide examples of artists and their work and discuss how their art changed over time</li> <li>• Students will research an artist and describe how their art changed over time – research will be used in their portfolios</li> </ul>		
<u><b>Assessments/Evaluations</b></u>		
<ul style="list-style-type: none"> <li>• Student and teacher critiques</li> <li>• Student reflective questions</li> <li>• Scoring guides</li> <li>• Written assessments</li> <li>• Use of correct terminology and tools during class</li> </ul> Mastery: 85%		
<u><b>Sample Assessment Questions</b></u>		
<ul style="list-style-type: none"> <li>• Did an artist's work change as historical events happened? How?</li> <li>• What caused this change?</li> </ul>		

**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
- 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
- ELA