

# —WEST DEPTFORD HIGH SCHOOL—

DEPARTMENT OF FINE ARTS

*Ceramics and Sculpture*

2015-2016

Time Interval/ Content	Standards/Strands	Essential Questions	Skills	Assessments	Suggested Differentiated Activities
<p><b>Unit 1</b> Introduction to 3D</p> <p><i>Lessons</i> Intro to 3D What is a Sculpture(1day) Discuss rules. (2 day) Tour and find location of materials See Samples Expectations Prepare a portfolio or file to be used to hold student art work and designs (1 weeks) Pretest in clay</p>	<p><b>1.1 The Creative Process:</b> 1.1.12.D.1 (E&amp;P), 1.1.12.D.2 (translate literature, music, theatre, dance, etc into visual art)</p> <p><b>1.2 History of the Arts and Culture</b> 1.2.12.A.1 (world culture), 1.2.12.A.2 (innovation/historical eras)</p> <p><b>1.3 Performing</b> 1.3.12.D.2 (portfolio), 1.3.12.D.2 (art medium), 1.3.12.D.3 (exhibit), 1.3.12.D.4 (composition, theme, symbols), 1.3.12.D.5 (identify styles and emulate)</p> <p><b>1.4 Aesthetic Response and Critique Methodologies</b> 1.4.12.A.1 (use context), 1.4.12.A.2 (artist's intent using arts terminology), 1.4.12.A.3 (personal response based on craftsmanship, cultural context, originality as criteria), 1.4.12.A.4 (evaluate how culture influences emotional, intellectual, kinesthetic responses to art), 1.4.12.B.1 (critique), 1.4.12.B.2 (technical proficiency) 1.4.12.B.3 (influence of technology on art)</p> <p><b>8.1 Educational technology:</b> All Students in order to solve problems individually and collaborate and create and communicate knowledge</p>	<p>What type of rules should we have in a class like this?</p> <p>What types of jobs can one get in the field of design and 3D?</p> <p>What is a Sculpture?</p> <p>What do I need to know Before I can create with clay?</p> <p>What is the difference between a functional and nonfunctional piece of art?</p> <p>Why is it important to capture a moment in time?</p> <p>What do all good artist have in common?</p> <p>Why is it essential to understand the principles and elements of design in order to complete a composition successfully?</p> <p>What are my personal symbols and how do they convey meaning in my work</p> <p><b>Why is it important to have a portfolio</b></p>	<p><i>Students will be able to...</i></p> <p>Comprehend classroom rules and grading system</p> <p>Be oriented to classroom and procedures</p> <p>Have an understanding of how artist create in our daily lives</p> <p>Have an understanding of careers available in the field</p> <p>Create a portfolio of ideas and designs</p> <p>Understand and identify the art elements and their effects</p> <p>Read and Analyze sculptures</p> <p>Utilize modern technology to do research and practice techniques(u tube smart board)</p> <p>Properly use and care for materials</p> <p>Determine quality of composition</p>	<ul style="list-style-type: none"> <li>● Participation</li> <li>● Questions</li> <li>● Progress checks</li> <li>● Classmates critiques</li> <li>● Guided Practice</li> <li>● Smart board</li> <li>● Group Discussions</li> <li>● Rubric</li> <li>● Exhibits                             <ul style="list-style-type: none"> <li>● Test/Quizzes/ Midterm/Final</li> </ul> </li> <li>● Observations</li> <li>● Personal Reflections</li> </ul>	<p>Peer group work and discussions</p> <p>Analyze artifacts</p> <p><b>You're the expert:</b> Students teach the class a topic and create handouts</p> <p>Jigsaw (analyze historical photos)</p>

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<p><i>Unit I</i></p> <p><b>Lessons</b></p> <p><i>Sculpture series</i></p> <p><i>Papier-mâché</i> <i>Plaster</i> <i>Wood</i> <i>Wire</i> <i>Recycled items</i> <i>Found objects</i> Etc.</p> <p>Color theory and painting techniques</p> <p>Finishing touches</p> <p>Background foreground preparing for exhibit</p>		<p>How does an artist safely and responsibly use materials, tools processes and technology in creating well-crafted works of art</p> <p>Why is it important to know how to use and care for your tools.</p> <p>What are the techniques needed to complete the composition?</p> <p>What is perspective and proportion as it pertains to 3D?</p> <p>How does technology hinder or improve the product?</p>	<p>Demonstrate an understanding of display and presentation</p> <p>Identify and use basic sculpture skills.</p> <p>Demonstrate basic Knowledge and attainment of skills, materials and basic safe practices</p> <p>Understand the increasing affect technology presents in our lives</p> <p>Utilizes the elements of art and the principles of design in the production of sculptures</p> <p><i>Artist create original works using Creative thinking and compositional planning</i></p> <p><i>Develop skills in various mediums such as papier Mache, wire, wood et.</i></p> <p><i>Students analyze 3D art using comparison , contrast and vocab,</i></p> <p><i>Students will interpret and distinguish intended meaning of visual images, themes and</i></p>	<p>Formative Assessment Peer/Staff assessments</p> <p>Practice Presentations</p> <p>Exhibits</p> <p>Rubrics</p> <p>Test/Quizzes/ Midterm/Final</p> <p>Observations</p> <p>Demonstrations and practice models</p> <p>Personal Reflections</p> <p>Group critiques</p>	<p>One on one evaluation and growth</p> <p>Using different tools which require blending as a result</p> <p>One on one testing</p> <p>Oral testing</p> <p>Smart board demonstration</p> <p>Evaluation or critique of art work from other student artist or artist in history</p> <p>Pointing to the areas of positive or negative effects</p> <p>Partner work</p>
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			<p><i>ideas in three dimensional works</i></p> <p><i>All communication involves some type of visual rendering</i></p>		
Time Interval	Standards/Strands	Essential Questions	Skills	Assessments	Suggested Differentiated Activities
<p><b>Content</b></p> <p><b>Unit 2</b> <i>Intro to clay and pottery weeks</i></p> <p><i>Lessons:</i> <i>Manipulation of clay</i> <i>Pottery history</i> <i>Demonstration and practice</i> <i>Glazing/painting practices</i> <i>Ceramic: frames</i> <i>Figurine, still life's, shoes, animals etc.</i> <i>Creating bases or backgrounds</i></p>	<p><b>1x AR.9-12.1.1.12.D.1</b> <b>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.</b></p> <p><b>0x AR.9-12.1.1.12.D.2</b> <b>Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</b></p> <p><b>0x AR.9-12.1.2.12.A.1</b> <b>Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</b></p> <p><b>1x AR.9-12.1.3.12.D.1</b> <b>Synthesize the elements of art and principles of</b></p>	<p>How does a potter or sculptor communicate an idea, feeling or message to the viewer?</p> <p>How does a potter or sculptor use the elements of art and principles of design as building blocks to cohesively organize a work of art?</p> <p>How does a potter or sculptor safely and responsibly use materials tools, processes and technology in creating a well-crafted work of art?</p> <p>How does art history and culture relate to the creation of three dimensional work of art?</p> <p>How are similarities and differences defined among words of art?</p>	<p><i>Students will be able to...</i></p> <p><b>Students will be able to independently use their learning to create successful ceramic compositions and express themselves creatively in a three dimensional form</b></p> <p><b>Develop skills in using a variety of tools and techniques related to 3D works</b></p> <p><b>Interpret and apply meaning of visual images, themes, and ideas in three-dimensional art.</b></p> <p><b>Demonstrates knowledge and attainment of skills, materials, techniques technology and safe practices</b></p>	<ul style="list-style-type: none"> <li>• Checks for understanding</li> <li>• Teacher Demo</li> <li>• Presentations on Smart board</li> <li>• Silber Studios/ YouTube videos (Dove real beauty)</li> <li>• Written evaluations</li> <li>• rubrics</li> <li>• Verbal Quiz</li> <li>• Exit Tickets</li> <li>• Rubrics</li> <li>• Student Reflections</li> <li>• Self-assessments</li> <li>• Peer assessments</li> <li>• Physical Projects (prints, books, videos)</li> <li>• Accuracy of image re-creation</li> <li>• Evaluation of final paintings</li> <li>• Class critiques</li> </ul> <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> <li>• Walking around checking for understanding</li> <li>• Guiding students with paint brushes (Sable. Bristle , 0000 brushes tools</li> </ul>	<p>Choice: Level of difficulty for image chosen</p> <p>Choice: Use of technology: create a power point showing step by step from beginning to end on how they created their project</p> <p>Make a Marquette model before starting</p> <p>Work in pairs though turning in multiple projects.</p> <p>Present power point in studio or at home on video</p>

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	<p><b>design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</b></p> <p><b>0x AR.9-12.1.3.12.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.</b></p> <p><b>0x AR.9-12.1.3.12.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.</b></p> <p><b>0x AR.9-12.1.3.12.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.</b></p>	<p>How does learning about color techniques help you in your everyday life?</p> <p>How can certain colors effect the emotional outcome of a composition or product?</p> <ul style="list-style-type: none"> <li>• How does certain colors and textures manipulate are thoughts? How does that affect the viewer and the artist?</li> <li>• What can learn by imitating a professional artist or another student's work?</li> <li>• Why is it important to document drying time?</li> <li>• Why is it important to understand the weight of color?</li> <li>• How can someone make a career out of making pottery?</li> <li>• Why is it important to understand the effects of the different types of brushes?</li> <li>• How should artwork be presented and viewed?</li> <li>• How does art ask questions of the viewer?</li> <li>• What is the differences and similarities</li> </ul>	<p>Identify examples of various painting styles and techniques in other works of art including (cards, magazines, advertisements brochures menus etc.)</p> <p>Analyze and discuss the business aspect of color choice</p> <p><b>Students will understand that ...</b></p> <p>If projects are too thick air bubbles will form and the construction will result in weak and broken parts</p> <p>Proper wedging and kneading is necessary</p> <p>Keeping track of drying time is important to completing a project so that it does not explode while firing</p>	<ul style="list-style-type: none"> <li>• Instructional Videos provided to support learners</li> </ul>	
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	<p><b>0x AR.9-12.1.3.12.D.5</b>  <b>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></p> <p>0x AR.9-12.1.4.12.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.</p> <p>0x AR.9-12.1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>0x AR.9-12.1.4.12.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.</p>	<p>between sculptures and pottery</p>	<p>Brush choice is important to the outcome of the composition</p> <p>Through color choices messages can be conveyed without the use of words.</p> <p>The elements and principles of art are used to create interesting and successful compositions</p>		
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	<p>0x AR.9-12.1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p>0x AR.9-12.1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive</p>				
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