

# **COURSE OF STUDY UNIT PLANNING GUIDE FOR: CERAMICS**

**GRADE LEVEL: 9-12**  
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**AUGUST 2019**

**DUMONT HIGH SCHOOL  
DUMONT, NEW JERSEY**

[Born Date: August 15, 2019]

ALIGNED TO THE NJSLs AND B.O.E. ADOPTED AUGUST 22, 2019

## **Course Name – Ceramics**

### **Grade 9-12 – Full Year – 5 Credits**

An introduction to three-dimensional design through creation of clay forms that are both functional and sculptural. An introduction to a variety of artists/movements from the past and present, and an exploration of careers available in the arts.

## **Grade Distribution**

### **Categories:**

**A. Projects** - 65% of the grade

The teacher will assign class projects in keeping with the material to be learned. All projects must be completed by the student for a grade and must conform to the instructions given by the teacher.

**B. Homework Assignments** - 10% of the grade

From time to time worksheets and other homework will be assigned, such as compiling references from a variety of sources (i.e. print, online, photographs).

**C. Test** – 5% of the grade

A final test will be given at the end of each marking period.

**D. Quizzes** - 5% of the grade

Quizzes will be given periodically based on the material being covered.

**E. Class Participation and Preparation** - 15% of the grade

The teacher will make an evaluation of each student's participation during the class period. Students will be evaluated on their use of tools and materials in the art room. Care and safety will be followed at all times. Students are expected to mirror the demonstrated application of tools and materials for expected outcomes.

**F. Final Examination**

The final evaluation will count as 10% of the final grade

## Marking Period/Final Exams

| <b>Full-year Courses</b> | <b>Weighting</b>     |
|--------------------------|----------------------|
| Quarter 1                | 22.5% of final grade |
| Quarter 2                | 22.5% of final grade |
| Quarter 3                | 22.5% of final grade |
| Quarter 4                | 22.5% of final grade |
| Final Exam               | 10% of final grade   |

| <b>Semester Courses</b> | <b>Weighting</b>   |
|-------------------------|--------------------|
| Quarter 1               | 45% of final grade |
| Quarter 2               | 45% of final grade |
| Final Exam              | 10% of final grade |

Course Philosophy  
For  
Ceramics

## Philosophy

*“Art Education expands the mind. It sensitizes the child to new intellectual potentials. Perhaps the teaching of art, more than any other educational experience is concerned with growth of the human potential.”*

-Nelson Rockefeller

Art education expands the mind. It provides an opportunity to help students build meaningful connections among the various fields of learning through genuine experiences. The arts provide a means to develop each student's potential by building self-esteem and confidence, through problem solving, critical thinking, and the use of materials. Since art accommodates different learning styles while still requiring self-discipline, the role of art is significant in reaching the alienated and disadvantaged student. Art is a universal language providing a way to express feelings and ideas that words cannot convey. It offers a way of understanding oneself and it enables connections between art and our own culture and the cultures of diverse people. That is why art should be a central strand of the curriculum.

***Art is open to everyone.***

***Art provides an opportunity for self-expression.***

***Art sharpens awareness of the visual world.***

***Art adjusts to the individual's capabilities.***

***Art allows for understanding of our cultural heritage.***

## Program Goals

The goals of our education program are to promote the growth of every student in the following areas:

### 1. Perceptual and Intellectual Growth

1. To develop perception and increase visual acuity.
2. To expand and enrich visual imagery and fantasy.
3. To develop creative thinking abilities.
4. To apply problem solving and decision making techniques in carrying out an art assignment.

5. To be able to relate some concepts of mathematics, science, history, and other disciplines to art.

## **2. Aesthetic Growth**

1. To develop individuals' sensitivity to, and awareness of, the environment.
2. To develop aesthetic judgment and critical faculties through discussion, criticism and comparison of artworks.

## **3. Social Growth**

1. To develop respect for one's own work as well as for the work of others.
2. To develop respect for materials and their use.
3. To develop ability to work together with others, share materials and learn group problem solving.
4. To develop ability to share perceptions verbally and discuss artworks. To develop ability to communicate knowledge, ideas and feelings through art.
5. To develop artistic skills for creative use of leisure time.
6. To overcome stereotyped images of the roles of men and women in the arts.

## **4. Emotional Growth**

1. To develop every individual's self-confidence and increase one's feeling of self-worth and esteem.
2. To use the visual arts as a way of getting in touch with one's feelings and needs.
3. To offer all individuals another avenue for self-expression.
4. To increase an individual's flexibility of thought and action.

## **5. Manipulative and Technical Growth**

1. To increase and develop large muscle, small muscle, eye-hand coordination and manipulative skills.
2. To explore the potentials and the limitations of various media.
3. To explore the sequential process involved in various techniques.

## **Time Allotment**

For a dynamic, creative art education program to be successful, sufficient time should be allocated in the school day and it should be under the direction of a certified art specialist.

Time allotments will be based on school, teacher, student and grade level interests. It is understood, however, that the students will experience all of the suggested areas. A minimum of five credits in the fine arts, under the direction of an art specialist, is recommended for high school graduation.

A period of 55 minutes at the high school level will allow for studio type activities. Since art classes are predominately activity centered, they require adequate time to provide for; presenting and understanding historical eras and diverse cultures, working and creating individual art works, developing proper skills for using tools and materials, organizing classroom clean up, and reviewing concepts covered.

## **Assessment**

Art specialist will evaluate students in grades nine through twelve using the following criteria:

### **Participation**

Teacher will make an assessment as to how well the student is prepared for class each day, attentiveness and energy to projects being created. Class participation follows through to project participation. Each student is expected to work to the best of their individual ability.

### **Project Performance**

Students are expected to complete all projects assigned. Teacher will make an assessment as to students work based on their individual ability, following of directions, craftsmanship, and meeting the objectives of the given assignment.

### **Care, Use and Maintenance of Materials**

Students will be evaluated on their use of tools and materials in the art room. Care and safety will be followed at all times. Students are expected to mirror the demonstrated application of tools and materials for expected outcomes.

\* The ability to demonstrate pride and neatness in one's own work.

## Objectives

The objectives listed in each unit are repeated several times during a school year, giving the students of Dumont the ability to approach the objectives at various maturity levels.

The four areas of artistic study are: 1) Art History and Culture, 2) Creation and Performance, 3) Aesthetic Application, 4) Critique and Responses, and these are incorporated into each unit. This gives the art specialist the ability to focus and enhance areas of needed concentration. In addition, it allows for the ability to bring in a discipline-based art program that exposes the students to historical eras, and cultural diversity.

In addition, the art curriculum will relate to other content disciplines. It is important however to maintain the integrity of the units when designing these interdisciplinary lessons. By effectively incorporating the art curriculum into other subject matter, students gain a deeper understanding of the importance of the arts in our everyday lives.

This Ceramics course aims to improve students' technical art skills, art literacy, and understanding of the various types of art today.

## Brief Course Overview:

### Marking Period 1

stages of clay: soft, leather hard, bone dry, bisque

wedging clay

joining techniques: score, slip, blend

decoration/glazing

construction of a form using pinch technique (suggested activity: "Day of the Dead" sugar skulls, animal figurines)

art history-overview of the history of clay across cultures, (optional: skulls in Mexican culture)

### Marking Period 2

coil technique

*\*throwing on the wheel (optional)*

construction of useful wares using coil techniques and/or pottery wheel (ex. vase, vessel, bowl, pitcher)

glazing

art history-specific ceramic artists (male and female)

### **Marking Period 3**

Soft slab, firm slab, dropped slab construction using an armature (suggested activity: masks)

Combined techniques: pinch, coil, slab (suggested activity: group totem pole)

glazing

art history (suggested lessons: masks from Africa, Asia, and Mexico; Native American Indian Totem Poles)

### **Marking Period 4**

High, low, and sunken relief sculptures

glazing

art history (suggested lesson: relief sculptures from a variety of cultures)

oral presentation/careers in the arts



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|   | resist, glazing, underglaze, firing, kiln, cone, functional, non-functional, commercial, fine art score, slip, grog, hand building, kneading, wedging, sgraffito, surface decoration, texture<br>3D, 2D, sculpture  |
| <b>Resources (Including Digital Tools)</b>            | Dependent upon unit the following <b>resources</b> will be used: internet sites, various artists from the past and present, books/magazines, teacher examples, student examples, visuals/posters, digital images, laptop cart, iPads/Apps, SMART board, SMART notebook files.   |
| <b>21st Century Standards</b>                         | <b>Career Ready Practices: CRP2, CRP6, CRP8, CRP10, CRP11</b><br><b>Personal Financial Literacy: 9.1.12.A.3, 9.1.12.A.5, 9.1.12.A.9</b>   |
| <b>Differentiation/ Accommodations/ Modifications</b> | <p><b>Gifted and Talented:</b><br/>advanced technical skill instruction and increased exposure to artists and movements in art that relate to the unit</p> <p><b>English Language Learners:</b><br/>Allow student to use dictionary<br/>Verbal testing<br/>Extended time<br/>Repeat/rephrase directions and concepts for understanding<br/>Visual Demonstration</p> <p><b>Students with Disabilities:</b><br/>Modified tests/quizzes<br/>Simplified or alternative assignments<br/>Extra time if needed<br/>Provide students with notes and study guides<br/>Reminders<br/>Repeat/rephrase directions and concepts for understanding<br/>Visual demonstration</p> <p><b>Students at Risk of School Failure:</b><br/>Provide students with notes and study guides<br/>Reminders<br/>Communicate with parents<br/>Give positive reinforcement</p> |
| <b>Technology Standards</b>                           | <b>8.1.12.A.3, 8.1.12.D.1, 8.2.12.B.3, 8.2.12.E.4</b>   |
| <b>Assessments</b>                                    | <p><b>Formative:</b> short quizzes, class discussions</p> <p><b>Summative:</b> test</p>   |

**UNIT 2** **UNIT TITLE: Pinch Techniques**  
**CHAPTERS/TOPIC COVERED: Pinching and Modelling clay**  
**UNIT LENGTH: 8-10 weeks, Marking period 1**

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| <b>Performance Indicators (Standards and Objectives)</b> | <p><b>NJSLS Objectives:</b> Students will be able to create a basic pinch pot and a vessel using the pinch technique.</p> <p><b>NJSLS Standards:</b><br/> 1.1.12.D.1, 1.1.12.D.2<br/> 1.2.12.A.1, 1.2.12.A.2<br/> 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.3.12.D.5<br/> 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4<br/> 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3</p> |
| <b>Interdisciplinary Standards</b>                       | <p><b>NJSLSA.R7</b></p>  |
| <b>Essential Questions</b>                               | <p>How can I use clay to create a pinch pot?<br/> How are pinch pots joined properly?<br/> How can I use the pinch technique to create a complex form?<br/> How have artists from the past and present (21<sup>st</sup> century) used the pinch technique to create art and express themselves?<br/> How can I use clay and the pinch technique to express myself?</p>       |
| <b>Activities (Approximate Time Frame)</b>               | <p><b>Suggested Activities:</b><br/> Students create a pinch pot<br/> Art History and class discussion: skulls in Mexican culture<br/> Students collect reference photos for inspiration<br/> Students sketch ideas<br/> Students complete an original animal figurine and sugar skull<br/> Fire, Glaze<br/> Evaluate/critique</p>   |
| <b>Strategies/ Methods/ Vocabulary</b>                   | <p><b>Strategies:</b> visual demonstration of pinch technique, art history power point and class discussion relating to pinch technique, review grading criteria<br/> <b>Methods:</b> practice pinch technique, develop concept for a pinch vessel, create, evaluate/group critique<br/> <b>Vocabulary:</b> pinch, vessel, (optional: "Day of the Dead," skull)</p>          |
| <b>Resources (Including Digital Tools)</b>               | <p>Dependent upon unit the following <b>resources</b> will be used: internet sites, various artists from the past and present, books/magazines, teacher examples, student examples, visuals/posters, digital images, laptop cart, iPads/Apps, SMART board, SMART notebook files.</p>   |

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| <b>21st Century Standards</b>                                 | <b>Career Ready Practices: CRP2, CRP6, CRP8, CRP10, CRP11</b><br><b>Personal Financial Literacy: 9.1.12.A.3, 9.1.12.A.5, 9.1.12.A.9</b>   |
| <b>Differentiation/<br/>Accommodations/<br/>Modifications</b> | <p><b>Gifted and Talented:</b><br/>advanced technical skill instruction and increased exposure to artists and movements in art that relate to the unit</p> <p><b>English Language Learners:</b><br/>Allow student to use dictionary<br/>Verbal testing<br/>Extended time<br/>Repeat/rephrase directions and concepts for understanding<br/>Visual Demonstration</p> <p><b>Students with Disabilities:</b><br/>Modified tests/quizzes<br/>Simplified or alternative assignments<br/>Extra time if needed<br/>Provide students with notes and study guides<br/>Reminders<br/>Repeat/rephrase directions and concepts for understanding<br/>Visual demonstration</p> <p><b>Students at Risk of School Failure:</b><br/>Provide students with notes and study guides<br/>Reminders<br/>Communicate with parents<br/>Give positive reinforcement</p> |
| <b>Technology Standards</b>                                   | <b>8.1.12.A.3, 8.1.12.D.1, 8.2.12.B.3, 8.2.12.E.4</b>   |
| <b>Assessments</b>  | <p><b>Formative:</b> references, sketches, small pinch pot, quiz</p> <p><b>Summative:</b> completed pinch pot and vessel, evaluation rubric</p>   |

**UNIT 3** **UNIT TITLE: Coil Techniques**  
**CHAPTERS/TOPIC COVERED: Coiled Vessels and Useful Wares**  
**UNIT LENGTH: 8-10 weeks, Marking Period 2**

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| <b>Performance Indicators (Standards and Objectives)</b> | <p><b>NJSLS Objectives:</b> Students will be able to create a basic coil construction and a vessel using the coil technique.</p> <p><b>NJSLS Standards:</b><br/> 1.1.12.D.1, 1.1.12.D.2<br/> 1.2.12.A.1, 1.2.12.A.2<br/> 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.3.12.D.5<br/> 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4<br/> 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3</p>  |
| <b>Interdisciplinary Standards</b>                       | <p><b>NJSLSA.R7</b></p>  |
| <b>Essential Questions</b>                               | <p>How can I use clay to create a coil structure?<br/> How is a uniform coil created?<br/> How is a coil joined properly?<br/> How can coils be used as decoration?<br/> How can I use the coil technique to create complex forms?<br/> How have artists from the past and present (21<sup>st</sup> century) used the coil technique to create art and express themselves?<br/> How can I use clay and the coil technique to express myself?</p> |
| <b>Activities (Approximate Time Frame)</b>               | <p><b>Suggested Activities</b><br/> Students practice creating coil pots.<br/> Art History and class discussion: coil pots and forms from various cultures<br/> Students collect reference photos for inspiration<br/> Students sketch ideas<br/> Students complete an original coil pot using coil techniques<br/> Fire, Glaze<br/> Evaluate/critique</p>   |
| <b>Strategies/ Methods/ Vocabulary</b>                   | <p><b>Strategies:</b> visual demonstration of coil technique, art history power point and class discussion relating to coil technique, review grading criteria<br/> <b>Methods:</b> practice coil technique, develop concept for a coil vessel, create, evaluate/group critique<br/> <b>Vocabulary:</b> coil, uniform, blending, slip, score, spiral, double spiral, vertical, horizontal, s-curve, structure, vessel</p>                        |
| <b>Resources (Including Digital Tools)</b>               | <p>Dependent upon unit the following <b>resources</b> will be used: internet sites, various artists from the past and present, books/magazines, teacher examples, student examples, visuals/posters, digital images, laptop cart, iPads/Apps, SMART board, SMART notebook files.</p>   |

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| <b>21st Century Standards</b>                         | <b>Career Ready Practices: CRP2, CRP6, CRP8, CRP10, CRP11</b><br><b>Personal Financial Literacy: 9.1.12.A.3, 9.1.12.A.5, 9.1.12.A.9</b>   |
| <b>Differentiation/ Accommodations/ Modifications</b> | <p><b>Gifted and Talented:</b><br/>advanced technical skill instruction and increased exposure to artists and movements in art that relate to the unit</p> <p><b>English Language Learners:</b><br/>Allow student to use dictionary<br/>Verbal testing<br/>Extended time<br/>Repeat/rephrase directions and concepts for understanding<br/>Visual Demonstration</p> <p><b>Students with Disabilities:</b><br/>Modified tests/quizzes<br/>Simplified or alternative assignments<br/>Extra time if needed<br/>Provide students with notes and study guides<br/>Reminders<br/>Repeat/rephrase directions and concepts for understanding<br/>Visual demonstration</p> <p><b>Students at Risk of School Failure:</b><br/>Provide students with notes and study guides<br/>Reminders<br/>Communicate with parents<br/>Give positive reinforcement</p> |
| <b>Technology Standards</b>                           | <b>8.1.12.A.3, 8.1.12.D.1, 8.2.12.B.3, 8.2.12.E.4</b>   |
| <b>Assessments</b>                                    | <p><b>Formative:</b> references, sketches, small coil pot, quiz</p> <p><b>Summative:</b> completed coil pot and vessel, evaluation rubric</p>   |

**UNIT 4****UNIT TITLE: Throwing****CHAPTERS/TOPIC COVERED: Throwing Forms on the Pottery Wheel****UNIT LENGTH: 6-8 weeks, beginning in Marking Period 2 and throughout the rest of the year**

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| <b>Performance Indicators (Standards and Objectives)</b> | <p><b>NJSLS Objectives:</b> Students will be able to create a basic cylinder and vessel using the pottery wheel.</p> <p><b>NJSLS Standards:</b><br/> 1.1.12.D.1, 1.1.12.D.2<br/> 1.2.12.A.1, 1.2.12.A.2<br/> 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.3.12.D.5<br/> 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4<br/> 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3</p>   |
| <b>Interdisciplinary Standards</b>                       | <b>NJSLSA.R7</b>  |
| <b>Essential Questions</b>                               | <p>Why are pots created on a pottery wheel instead of hand building them?<br/> How is a wheel pot created on a pottery wheel?<br/> How are different forms created on the wheel?<br/> How have artists from the past and present (21<sup>st</sup> century) expressed themselves through creation of forms on the wheel?<br/> How can I express myself through creating forms on the pottery wheel?</p>  |
| <b>Activities (Approximate Time Frame)</b>               | <p><b>Suggested Activities:</b><br/> Students view online tutorials demonstrating pottery wheel techniques<br/> Students practice centering, opening, and lifting clay on the pottery wheel<br/> Art History and class discussion: studio and commercial pottery, pottery from a variety of cultures<br/> Students collect reference photos for inspiration<br/> Students sketch ideas<br/> Students create a unique form using the pottery wheel<br/> Fire, Glaze<br/> Evaluate/critique</p> |
| <b>Strategies/ Methods/ Vocabulary</b>                   | <p><b>Strategies:</b> visual demonstration, art history power point and class discussion relating to wheel techniques, review grading criteria<br/> <b>Methods:</b> practice centering, opening, shaping, and trimming, glaze, evaluate/group technique<br/> <b>Vocabulary:</b> throwing, centering, opening, shaping, trimming, vessel</p>   |
| <b>Resources (Including Digital Tools)</b>               | <p>Dependent upon unit the following <b>resources</b> will be used: internet sites, various artists from the past and present, books/magazines, teacher examples, student examples, visuals/posters, digital images, laptop cart, iPads/Apps, SMART board, SMART notebook files.</p>  |
| <b>21st Century Standards</b>                            | <p><b>Career Ready Practices: CRP2, CRP6, CRP8, CRP10, CRP11</b><br/> <b>Personal Financial Literacy: 9.1.12.A.3, 9.1.12.A.5, 9.1.12.A.9</b></p>  |

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| <b>Differentiation/<br/>Accommodations/<br/>Modifications</b> | <p><b>Gifted and Talented:</b><br/>advanced technical skill instruction and increased exposure to artists and movements in art that relate to the unit</p> <p><b>English Language Learners:</b><br/>Allow student to use dictionary<br/>Verbal testing<br/>Extended time<br/>Repeat/rephrase directions and concepts for understanding<br/>Visual Demonstration</p> <p><b>Students with Disabilities:</b><br/>Modified tests/quizzes<br/>Simplified or alternative assignments<br/>Extra time if needed<br/>Provide students with notes and study guides<br/>Reminders<br/>Repeat/rephrase directions and concepts for understanding<br/>Visual demonstration</p> <p><b>Students at Risk of School Failure:</b><br/>Provide students with notes and study guides<br/>Reminders<br/>Communicate with parents<br/>Give positive reinforcement</p> |
| <b>Technology Standards</b>                                   | <b>8.1.12.A.3, 8.1.12.D.1, 8.2.12.B.3, 8.2.12.E.4</b>   |
| <b>Assessments</b>  | <p><b>Formative:</b> references, sketches, centering, lifting, shaping, quiz</p> <p><b>Summative:</b> completion of unique form made by using the pottery wheel, evaluation form</p>  |



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| <b>Resources (Including Digital Tools)</b>            | Dependent upon unit the following <b>resources</b> will be used: internet sites, various artists from the past and present, books/magazines, teacher examples, student examples, visuals/posters, digital images, laptop cart, iPads/Apps, SMART board, SMART notebook files.   |
| <b>21st Century Standards</b>                         | <b>Career Ready Practices: CRP2, CRP6, CRP8, CRP10, CRP11</b><br><b>Personal Financial Literacy: 9.1.12.A.3, 9.1.12.A.5, 9.1.12.A.9</b>   |
| <b>Differentiation/ Accommodations/ Modifications</b> | <p><b>Gifted and Talented:</b><br/>advanced technical skill instruction and increased exposure to artists and movements in art that relate to the unit</p> <p><b>English Language Learners:</b><br/>Allow student to use dictionary<br/>Verbal testing<br/>Extended time<br/>Repeat/rephrase directions and concepts for understanding<br/>Visual Demonstration</p> <p><b>Students with Disabilities:</b><br/>Modified tests/quizzes<br/>Simplified or alternative assignments<br/>Extra time if needed<br/>Provide students with notes and study guides<br/>Reminders<br/>Repeat/rephrase directions and concepts for understanding<br/>Visual demonstration</p> <p><b>Students at Risk of School Failure:</b><br/>Provide students with notes and study guides<br/>Reminders<br/>Communicate with parents<br/>Give positive reinforcement</p> |
| <b>Technology Standards</b>                           | <b>8.1.12.A.3, 8.1.12.D.1, 8.2.12.B.3, 8.2.12.E.4</b>   |
| <b>Assessments</b>                                    | <p><b>Formative:</b> references, sketches, small slab cylinder and box, quiz</p> <p><b>Summative:</b> completed complex slab structure, evaluation rubric</p>   |

| <b>UNIT 6</b> <span style="float: right;"><b>UNIT TITLE: Pinch, Coil, Slab Combination</b></span><br><b>CHAPTERS/TOPIC COVERED: Group Combination Project</b><br><b>UNIT LENGTH: 4-6 weeks, 2<sup>nd</sup> half of Marking Period 3</b> |   |
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| <b>Performance Indicators (Standards and Objectives)</b>  | <p><b>NJSLS Objectives:</b> Students will combine pinch, coil, and slab techniques to create a structure. (ex. totem poles)</p> <p><b>NJSLS Standards:</b><br/> 1.1.12.D.1, 1.1.12.D.2<br/> 1.2.12.A.1, 1.2.12.A.2<br/> 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.3.12.D.5<br/> 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4<br/> 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3</p>  |
| <b>Interdisciplinary Standards</b>  | <b>NJSLSA.R7</b>  |
| <b>Essential Questions</b>  | <p>How can I combine clay techniques to create a complex, unique, clay construction?</p> <p>How have artists from the past and present (21<sup>st</sup> century) combined hand building techniques to create art and express themselves?</p> <p>How can I use clay techniques to express myself?</p> <p>How can I work independently and cooperatively in a group setting as part of a group project?</p>   |
| <b>Activities (Approximate Time Frame)</b>  | <p><b>Suggested Activities:</b><br/> Students practice joining clay techniques: pinch, coil, slab<br/> Art History and class discussion: Native American Indian Totem Poles<br/> Students brainstorm with group to develop a theme and design a 4 piece totem pole (each student contributes one piece)<br/> Students collect reference photos for inspiration<br/> Students sketch ideas<br/> Students complete an original 4-piece totem pole<br/> Fire, Glaze<br/> Evaluate/critique</p> |
| <b>Strategies/ Methods/ Vocabulary</b>  | <p><b>Strategies:</b> visual demonstration of joining pinch, coil, and slabs, art history power point and class discussion relating to combined clay techniques, review grading criteria<br/> <b>Methods:</b> practice combining techniques, develop concept with peers for a complex clay construction, create, evaluate/group critique<br/> <b>Vocabulary:</b> pinch, slab, coil, slip, score, glaze, armature, (optional: totem poles)</p>   |
| <b>Resources (Including Digital Tools)</b>  | Dependent upon unit the following <b>resources</b> will be used: internet sites, various artists from the past and present, books/magazines, teacher examples, student examples, visuals/posters, digital images, laptop cart, iPads/Apps, SMART board,   |

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|   | SMART notebook files.   |
| <b>21st Century Standards</b>                                 | <b>Career Ready Practices: CRP2, CRP6, CRP8, CRP10, CRP11</b><br><b>Personal Financial Literacy: 9.1.12.A.3, 9.1.12.A.5, 9.1.12.A.9</b>   |
| <b>Differentiation/<br/>Accommodations/<br/>Modifications</b> | <p><b>Gifted and Talented:</b><br/>advanced technical skill instruction and increased exposure to artists and movements in art that relate to the unit</p> <p><b>English Language Learners:</b><br/>Allow student to use dictionary<br/>Verbal testing<br/>Extended time<br/>Repeat/rephrase directions and concepts for understanding<br/>Visual Demonstration</p> <p><b>Students with Disabilities:</b><br/>Modified tests/quizzes<br/>Simplified or alternative assignments<br/>Extra time if needed<br/>Provide students with notes and study guides<br/>Reminders<br/>Repeat/rephrase directions and concepts for understanding<br/>Visual demonstration</p> <p><b>Students at Risk of School Failure:</b><br/>Provide students with notes and study guides<br/>Reminders<br/>Communicate with parents<br/>Give positive reinforcement</p> |
| <b>Technology Standards</b>                                   | <b>8.1.12.A.3, 8.1.12.D.1, 8.2.12.B.3, 8.2.12.E.4</b>   |
| <b>Assessments</b>  | <p><b>Formative:</b> references, sketches, practice joining pinch, coil, and slabs, quiz</p> <p><b>Summative:</b> completed complex pinch, coil, slab structure, evaluation rubric</p>  |



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|---|---|
| <b>21st Century Standards</b>                                 | <b>Career Ready Practices: CRP2, CRP6, CRP8, CRP10, CRP11</b><br><b>Personal Financial Literacy: 9.1.12.A.3, 9.1.12.A.5, 9.1.12.A.9</b>   |
| <b>Differentiation/<br/>Accommodations/<br/>Modifications</b> | <p><b>Gifted and Talented:</b><br/>advanced technical skill instruction and increased exposure to artists and movements in art that relate to the unit</p> <p><b>English Language Learners:</b><br/>Allow student to use dictionary<br/>Verbal testing<br/>Extended time<br/>Repeat/rephrase directions and concepts for understanding<br/>Visual Demonstration</p> <p><b>Students with Disabilities:</b><br/>Modified tests/quizzes<br/>Simplified or alternative assignments<br/>Extra time if needed<br/>Provide students with notes and study guides<br/>Reminders<br/>Repeat/rephrase directions and concepts for understanding<br/>Visual demonstration</p> <p><b>Students at Risk of School Failure:</b><br/>Provide students with notes and study guides<br/>Reminders<br/>Communicate with parents<br/>Give positive reinforcement</p> |
| <b>Technology Standards</b>                                   | <b>8.1.12.A.3, 8.1.12.D.1, 8.2.12.B.3, 8.2.12.E.4</b>   |
| <b>Assessments</b>  | <p><b>Formative:</b> references, sketches, practice adding, subtracting, and carving clay, quiz</p> <p><b>Summative:</b> completed relief sculpture, evaluation rubric</p>  |

| <b>UNIT 8</b> <span style="float: right;"><b>UNIT TITLE: Career Poster/Presentation</b></span><br><b>CHAPTERS/TOPIC COVERED: Careers in the Arts</b><br><b>UNIT LENGTH: 2 weeks during Marking Period 4</b> |   |
|---|---|
| <b>Performance Indicators (Standards and Objectives)</b>  | <p><b>NJSLS Objectives:</b> Students will research an artistic career, create a poster to advertise the career, and give an oral presentation to the class. Students will learn about a variety of artistic careers available today.</p> <p><b>NJSLS Standards:</b><br/> 1.1, 1.1.12.D.1, 1.1.12.D.2<br/> 1.2, 1.2.12.A.1, 1.2.12.A.2<br/> 1.3, 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.3, 1.3.12.D.4<br/> 1.4, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.B.3</p> |
| <b>Interdisciplinary Standards</b>  | <b>NJSLSA.R7</b>  |
| <b>Essential Questions</b>  | <p>How can I use my creativity in a career?<br/> How have others used their creativity in careers?<br/> Where do I find information on careers I'm interested in?<br/> Why is it important to begin thinking about a career?<br/> How do I choose the right career for me?<br/> How can I prepare to make an interesting, informed oral presentation?</p>   |
| <b>Activities (Approximate Time Frame)</b>  | <p><b>Suggested Activities:</b><br/> Research career<br/> Rough sketch of poster design<br/> Critique of rough draft<br/> Complete final poster on paper or create a power point slide<br/> Create notecards of information for public speaking<br/> Rehearse oral report to peers</p>  |
| <b>Strategies/ Methods/ Vocabulary</b>  | <p><b>Strategies:</b> internet search, outlining, public speaking techniques<br/> <b>Methods:</b> research, practice, organize, complete<br/> <b>Vocabulary:</b> Career, careers in the following categories: advertising, fine art, design, education, fashion, crafts, drawing, community, living space, theater, art history</p>   |
| <b>Resources (Including Digital Tools)</b>  | <p>Dependent upon unit the following <b>resources</b> will be used: internet sites, various artists from the past and present, books/magazines, teacher examples, student examples, visuals/posters, digital images, laptop cart, iPads/Apps, SMART board, SMART notebook files.</p>  |

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|---|---|
| <b>21st Century Standards</b>                                 | <b>Career Ready Practices: CRP2, CRP6, CRP8, CRP10, CRP11</b><br><b>Personal Financial Literacy: 9.1.12.A.3, 9.1.12.A.5, 9.1.12.A.9</b>   |
| <b>Differentiation/<br/>Accommodations/<br/>Modifications</b> | <p><b>Gifted and Talented:</b><br/>advanced technical skill instruction and increased exposure to artists and movements in art that relate to the unit</p> <p><b>English Language Learners:</b><br/>Allow student to use dictionary<br/>Verbal testing<br/>Extended time<br/>Repeat/rephrase directions and concepts for understanding<br/>Visual Demonstration</p> <p><b>Students with Disabilities:</b><br/>Modified tests/quizzes<br/>Simplified or alternative assignments<br/>Extra time if needed<br/>Provide students with notes and study guides<br/>Reminders<br/>Repeat/rephrase directions and concepts for understanding<br/>Visual demonstration</p> <p><b>Students at Risk of School Failure:</b><br/>Provide students with notes and study guides<br/>Reminders<br/>Communicate with parents<br/>Give positive reinforcement</p> |
| <b>Technology Standards</b>                                   | <b>8.1.12.A.3, 8.1.12.D.1, 8.2.12.B.3, 8.2.12.E.4</b>   |
| <b>Assessments</b>  | <p><b>Formative:</b> research on the internet, complete worksheets, organize notes, create poster/slide, rehearse</p> <p><b>Summative:</b> oral presentation / rubric, feedback</p>   |

# Glossary

## Design Elements

### 1. Line

- A line is a distinct mark made by pen, pencil, chalk or tool having length but little breadth.
- The basic element in creating a good design is line for it is line that delineates shapes, encloses space, adds texture and value. Lines have values from light to dark and qualities such as thick, thin, jagged, wavy, etc.
- Line also has the power to convey emotion by combining qualities, value, and placement in the composition. For example, horizontal lines are considered to be restful, vertical lines inspirational, and diagonal lines dynamic.
- Line is often used in a larger sense when describing the essence of a work with an implication of rhythm, unity and balance. For example, one may speak of the lines of a building, the flowing lines of a dress, or the lines of a sculpture.

### 2. Shape

- Shape is an enclosed area defined two dimensionally by boundaries. Shape can be geometric or organic, positive or negative, simple or complex.

### 3. Form

- Form is the existence of matter or objects in three-dimensional space. The draftsman and painter can create the illusion of mass, while the sculptor, architect, industrial designer and craftsman work directly with mass. Artists must consider the relationship of height, width, and depth relative to the media with which they work.

### 4. Space

- Space, the intervening expanse or interval between areas or masses, exists in its two dimensional or three dimensional aspects, flowing through and around mass, form and shape. On a flat picture plane, illusion of space and depth are created by placement of positive and negative shapes, by overlapping and by varying the size of shapes, by using value and color contrast, and by creating linear perspective. When working with three-dimensional forms, space and mass are interdependent, each delineating the other. Study of space as a design element can also deal with problems of open and congested space, deep and shallow space, personal space and space used to express subjective fantasy and optical illusion.

### 5. Value

- Value is gradation of light. It enhances the quality as well as reveals the pattern or design in a work of art. It helps to create the mood and expression of the subject.

### 6. Color

- Color is the visual property dependent upon response to light, including the attributes of hue, brightness and saturation. Colors, as sensations are the results of a sequence of processes including: the production of light by some source and the modification of the light by the illuminated object, the optics and physiology of the eye, and the physiology and psychology of the central nervous system.
- Color Mixing of primary, secondary, tertiary colors using The Prang color wheel (Red Yellow and Blue).
- There are two ways of forming color: the additive process with light and the subtractive process with pigment.

### 7. Texture

- Texture is the surface quality, real or implied, which helps to identify or describe something.
- Texture is known actually through touch and visibly through sight.

- Textures can be soothing, pleasant and draw us to them. Others can be abrasive, unpleasant and repelling. Pronounced textures attract attention. Subtle and smooth textures are quieter and more reserved.
- The artist creates texture by the manipulation of lights and darks, choice of media and use of lines and colors. It is used to convey the characteristic surfaces of the subject matter and to create interest by variety, contrast and accent.
- The artist incorporates the many possibilities for achieving different textural qualities with materials to clarify and enhance a visual statement.

## **Design Principles**

### **1. Unity**

- Unity is the arrangement of individual parts or segments into a whole or complete design, which achieves an effect of wholeness or completeness.

### **2. Contrast**

- Contrast is the way in which things differ. It is used so that the effect of the total project is heightened. Contrast may be natural or man-made; it is present in materials, in space and balance, time and motion, light and dark.

### **3. Balance**

- Balance is equalizing the weight, number, or position of shape or forms in two-dimensional or three-dimensional composition.
- The balanced arrangement and placement of the visual elements of a work of art establishes a harmonious relationship of these elements within a given space. The three types of balance used in creative works of art are: formal or symmetrical balance, informal or asymmetrical balance and radial balance.

### **4. Pattern**

- Pattern is the repetition of design elements in a planned or random format.

### **5. Movement**

- Movement is created by organizing the elements in a way that directs the viewer's eye to the focal point. It is the path our eyes follow when we look at a work of art.

### **6. Rhythm**

- It is continuous yet is not monotonous. It is carried through the composition in a series of steps by means of lines, forms, values, hues, and intensities.
- Rhythm can be regular or irregular in a work of art.

### **7. Emphasis**

- Emphasis is the forcefulness of expression that gives special importance to certain aspects of objects, ideas or situations.
- In art, emphasis is achieved by accentuating the various art elements in combination or alone.