

## Ceramics and Sculpture II

Curriculum/Content Area: ART & DESIGN	Course Length: 9 Weeks
Course Title: Ceramics and Sculpture II	Date last reviewed: 2020
Prerequisites: Ceramics and Sculpture I	Board approval date: Feb. 2021
Primary ResourceNA	

### Desired Results

This advanced course is for students who are experienced in basic ceramic techniques such as pinch, coil and slab construction, throwing on the potter's wheel, and glaze application, and wish to develop a greater sense of mastery in the medium. Students will have the opportunity to work in a greater format and size, experiment with glazes and manipulate more complex forms on the potter's wheel. Students will be expected to work at a more intensive individual level while creating more imaginative forms in a more challenging environment. Further research into historical and contemporary sculpture will inspire creative work. It is an excellent course for students who want to start their portfolio for 3- D Studio Art Advanced Placement, or, for those students who wish to improve their skills. Recommended for careers in: art, architecture, engineering, industrial design, product design, package design and many more.

#### Career Clusters Connections:

- ARTS, AUDIO/VISUAL & COMMUNICATIONS
- ARCHITECTURE & CONSTRUCTION

Enduring Understandings:	Essential Questions: <i>big picture questions, aligned with enduring understandings</i>
<b>CREATING</b>	
Creativity and innovative thinking are essential life skills that can be developed.	<ul style="list-style-type: none"> <li>❖ What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>❖ What factors prevent or encourage people to take creative risks?</li> <li>❖ How does collaboration expand the creative process?</li> </ul>
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.	<ul style="list-style-type: none"> <li>❖ How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>❖ Why do artists follow or break from established traditions?</li> <li>❖ How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> </ul>

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	<ul style="list-style-type: none"> <li>❖ How do objects, places, and design shape lives and communities?</li> <li>❖ How do artists and designers determine goals for designing or redesigning objects, places, or systems?</li> <li>❖ How do artists and designers create works of art or design that effectively communicate?</li> </ul>
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	<ul style="list-style-type: none"> <li>❖ What role does persistence play in revising, refining, and developing work?</li> <li>❖ How do artists grow and become accomplished in art forms?</li> <li>❖ How does collaboratively reflecting on a work help us experience it more completely?</li> </ul>
<b>PRESENTING</b>	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	<ul style="list-style-type: none"> <li>❖ How are artworks cared for and by whom?</li> <li>❖ What criteria, methods, and processes are used to select work for preservation or presentation?</li> <li>❖ Why do people value objects, artifacts, and artworks, and select them for presentation?</li> </ul>
<b>RESPONDING</b>	
People gain insights into meanings of artworks by engaging in the process of art criticism	<ul style="list-style-type: none"> <li>❖ What is the value of engaging in the process of art criticism?</li> <li>❖ How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</li> </ul>
<b>CONNECTING</b>	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	<ul style="list-style-type: none"> <li>❖ How does engaging in creating art enrich people's lives?</li> <li>❖ How does making art attune people to their surroundings?</li> <li>❖ How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> </ul>

<b>PRIORITY STANDARDS</b>	
WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.	
WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	

WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.

WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

### Supporting Standard Clusters

- A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.10.h: Develop. Meaning Curate a body of work incorporating personal, historical, and contemporary art to communicate one or more points of view.
- A.A.Pr.11.h: Communicate. Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.16.h: Describe. Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- A.A.R.17.h: Analyze. Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
- A.A.R.18.h: Interpret. Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.
- A.A.R.19.h: Inquire. Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.
- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.
- A.A.Cn.11.h: Career. Connections Research or experience options in art and design careers.
- A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.

## Unit 1 - Advanced Surface Design

Essential Questions:

1. How do artists and designers create works of art or design that effectively communicate?
2. How do artists grow and become accomplished in art forms?
3. Why do people value objects, artifacts, and artworks, and select them for presentation?
4. How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
5. How does engaging in creating art enrich people's lives?

## Unit Standards

### Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

### Supporting Standards

- A.A.Cr.10.h: Investigate. Engage in critical thinking problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.17.h: Analyze. Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.

### Learning Targets

- I can use multiple techniques to decorate my artwork.
- I can create, combine, and edit ideas/preliminary work to explore ideas in my artwork.
- I can analyze and use knowledge gained from previous units to create an artwork that is unique.
- I can practice techniques and processes to develop a repertoire of personal observations and interpretations.
- I can create artwork to communicate personal thoughts, emotions and ideas visually.
- I can evaluate the progress and stylistic development evident in my artwork.
- I can experiment with sculpture techniques and learn from trial and error.

### Assessment Evidence

### Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [Visual Art and Design Rubric Format](#)

<b>Performance Assessment Options</b> <i>May include, but are not limited to the following:</i>	<b>Artistic Process</b> <i>Check all that apply:</i>	<b>Differentiation Strategies/ Strategies for Inclusion</b> <i>May include, but are not limited to the following:</i>
Research based surface design and technique	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>● Adaptive tools can be used to assist in handbuilding techniques, qualitative and quantitative assessment and/or criteria can be modified for individual students.</li> </ul>
Experimental surface treatment, designs and combinations	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>● Adaptive tools can be used to assist in handbuilding techniques, qualitative and quantitative assessment and/or criteria can be modified for individual students.</li> </ul>
<b>Digital Tools &amp; Supplementary Resources</b>		
<ul style="list-style-type: none"> <li>● Canvas and/or Google Classroom, recorded demonstrations, course website, etc.</li> </ul>		

## Unit 2 - Advanced Ceramic Construction Techniques

### Essential Questions:

1. How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
2. What is the value of engaging in the process of art criticism?
3. How are artworks cared for and by whom?
4. How do artists and designers determine goals for designing or redesigning objects, places, or systems?
5. Why do artists follow or break from established traditions?

### Unit Standards

#### Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

**Supporting Standards**

- A.A.Cr.10.h: Investigate. Engage in critical thinking problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.17.h: Analyze. Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.

**Learning Targets**

- I can analyze and use knowledge gained from previous units to create an artwork that is unique.
- I can experiment with sculpture techniques and learn from trial and error.
- I can explore a variety of sculpture techniques to create multiple solutions for art problems.
- I can analyze and interpret sculptures to understand technical aspects of art and design.
- I can continue to use my understanding and knowledge of ceramic media to explain the meaning I've created in my artwork.
- I can evaluate the progress and stylistic development evident in my artwork
- I can incorporate and evaluate artwork using the elements principles of design in my artwork.

**Assessment Evidence**

**Feedback & Scoring Rubric(s) based on Priority Standards**

*Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"*

- [Visual Art and Design Rubric Format](#)

<b>Performance Assessment Options</b> <i>May include, but are not limited to the following:</i>	<b>Artistic Process</b> <i>Check all that apply:</i>	<b>Differentiation Strategies/ Strategies for Inclusion</b> <i>May include, but are not limited to the following:</i>
Forms created and inspired by observational skills.	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptive tools can be used to assist in handbuilding techniques, qualitative and quantitative assessment and/or criteria can be modified for individual students.</li> </ul>
Abstract organic forms from inspiration. .	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptive tools can be used to assist in handbuilding techniques, qualitative and quantitative assessment and/or criteria can be modified for individual students.</li> </ul>
Forms from previously learned techniques in combination.	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptive tools can be used to assist in handbuilding techniques, qualitative and quantitative assessment and/or criteria can</li> </ul>

	✓ Connecting	be modified for individual students.
Throwing forms on the potter's wheel.	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>● Adaptive tools can be used to assist in handbuilding techniques, qualitative and quantitative assessment and/or criteria can be modified for individual students.</li> </ul>
<b>Digital Tools &amp; Supplementary Resources</b>		
<ul style="list-style-type: none"> <li>● Canvas and/or Google Classroom, recorded demonstrations, course website, etc.</li> </ul>		

## Unit 3 - Advanced Sculpture Techniques

### Essential Questions:

1. How does collaboration expand the creative process?
2. What role does persistence play in revising, refining, and developing work?
3. Why do people value objects, artifacts, and artworks, and select them for presentation?
4. What is the value of engaging in the process of art criticism?
5. How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

### Unit Standards

#### Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

#### Supporting Standards

- A.A.Cr.10.h: Investigate. Engage in critical thinking problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.17.h: Analyze. Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.

## Learning Targets

- I can analyze and use knowledge gained from previous units to create an artwork that is unique.
- I can analyze and interpret sculptures to understand technical aspects of art and design.
- I can evaluate the progress and stylistic development evident in my artwork
- I can synthesize my experience, art and design knowledge, and visual images to gain insights into art and society.
- I can incorporate and evaluate artwork using the elements principles of design in my artwork.
- I can experiment with sculpture techniques and learn from trial and error.

## Assessment Evidence

### Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [Visual Art and Design Rubric Format](#)

### Performance Assessment Options

May include, but are not limited to the following:

### Artistic Process

Check all that apply:

### Differentiation Strategies/ Strategies for Inclusion

May include, but are not limited to the following:

Combination of sculpture media and new techniques.

- ✓ Creating
- ✓ Presenting
- ✓ Responding
- ✓ Connecting

- Adaptive tools can be used to assist in handbuilding techniques, qualitative and quantitative assessment and/or criteria can be modified for individual students.

Understanding and implementing sculptural concepts; series, installations or site specific works.

- ✓ Creating
- ✓ Presenting
- ✓ Responding
- ✓ Connecting

- Adaptive tools can be used to assist in handbuilding techniques, qualitative and quantitative assessment and/or criteria can be modified for individual students.

## Digital Tools & Supplementary Resources

- Canvas and/or Google Classroom, recorded demonstrations, course website, etc.

## Unit 4 - Sketchbook

### Essential Questions:

1. What is the value of engaging in the process of art criticism?
2. How does engaging in creating art enrich people's lives? .
3. How does collaboratively reflecting on a work help us experience it more completely?
4. What role does persistence play in revising, refining, and developing work?



## Unit Standards

### Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

### Supporting Standards

- A.A.Cr.10.h: Investigate. Engage in critical thinking problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.R.18.h: Interpret. Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.
- A.A.R.19.h: Inquire. Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.
- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.
- A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.

## Learning Targets

- I can express these interpretations and understandings in writing through English standards.
- I can complete a written reflection that records the motivational forces behind my artistic choices and evaluate my artwork and process based on these forces.
- I can incorporate and evaluate artwork using the elements principles of design in my artwork.
- I can revise and refine my artwork using critique and feedback from me and from others.
- I can communicate about artwork using art vocabulary.

## Assessment Evidence

### Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [Visual Art and Design Rubric Format](#)

<b>Performance Assessment Options</b> <i>May include, but are not limited to the following:</i>	<b>Artistic Process</b> <i>Check all that apply:</i>	<b>Differentiation Strategies/ Strategies for Inclusion</b> <i>May include, but are not limited to the following:</i>
<i>Artist Studies Research and</i>	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> </ul>	<ul style="list-style-type: none"> <li>● Can be presented visually in a sketchbook, done on a computer, handwritten, typed,</li> </ul>

<i>Inspiration</i>	✓ Connecting	presented verbally, or recorded.
Project Planning, Process, Critique, Artist Statement and Reflection.	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>• Can be presented visually in a sketchbook, done on a computer, handwritten, typed, presented verbally, or recorded.</li> </ul>
<b>Digital Tools &amp; Supplementary Resources</b>		
<ul style="list-style-type: none"> <li>• Canvas and/or Google Classroom, recorded demonstrations, course website, etc.</li> </ul>		