

Ceramics and Sculpture I

Curriculum/Content Area: Visual Art & Design	Course Length: 9 weeks
Course Title: Ceramics and Sculpture I	Date last reviewed: 2020
Prerequisites: none	Board approval date: Feb. 2021
Primary Resource:NA	

Desired Results

Course description and purpose: Ceramics & Sculpture I will explore hand building methods in clay such as pinch, coil and slab construction as well as an introduction to wheel throwing. Students will investigate additive sculpture techniques such as wire figures or found-object assemblages, or subtractive sculpture techniques such as plaster, clay or foam carving. In addition, students will learn to develop various representational and abstract three-dimensional forms. By studying relevant sculptors and/or ceramicists of historical and contemporary times along with their artwork, students will learn to interpret and create meaning in art. 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>
CREATING	
Creativity and innovative thinking are essential life skills that can be developed.	<ul style="list-style-type: none"> ❖ What conditions, attitudes, and behaviors support creativity and innovative thinking? ❖ What factors prevent or encourage people to take creative risks? ❖ How does collaboration expand the creative process?
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.	<ul style="list-style-type: none"> ❖ How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? ❖ Why do artists follow or break from established traditions? ❖ How do artists determine what resources and criteria are needed to formulate artistic investigations?
People create and interact with objects, places, and design that define, shape, enhance,	<ul style="list-style-type: none"> ❖ How do objects, places, and design shape lives and communities? ❖ How do artists and designers determine goals for

and empower their lives.	<ul style="list-style-type: none"> ❖ designing or redesigning objects, places, or systems? ❖ How do artists and designers create works of art or design that effectively communicate?
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	<ul style="list-style-type: none"> ❖ What role does persistence play in revising, refining, and developing work? ❖ How do artists grow and become accomplished in art forms? ❖ How does collaboratively reflecting on a work help us experience it more completely?
PRESENTING	
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"> ❖ How are artworks cared for and by whom? ❖ What criteria, methods, and processes are used to select work for preservation or presentation? ❖ Why do people value objects, artifacts, and artworks, and select them for presentation?
RESPONDING	
People gain insights into meanings of artworks by engaging in the process of art criticism	<ul style="list-style-type: none"> ❖ What is the value of engaging in the process of art criticism? ❖ 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?
CONNECTING	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	<ul style="list-style-type: none"> ❖ How does engaging in creating art enrich people's lives? ❖ How does making art attune people to their surroundings? ❖ How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

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 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 - Handbuilding Techniques](#)

Essential Questions:

1. What factors prevent or encourage people to take creative risks?
2. How do artists and designers create works of art or design that effectively communicate?

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 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.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.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- 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.

Learning Targets

- I can safely apply techniques and processes to create works.
- I can explore a variety of ceramic techniques to create multiple solutions for art problems.
- I can create 3-dimensional artwork using the elements and principles of design.
- I can create artwork to communicate visually.
- I can practice techniques and processes to develop a repertoire of personal observations and interpretations.
- I can revise and refine my artwork using critique and feedback from me and from others.

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 <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
Properties of clay, drying stages and firing stages.	<ul style="list-style-type: none"> ✓ Creating Presenting Responding ✓ Connecting 	<ul style="list-style-type: none"> ● Adaptive tools can be used to assist in handbuilding techniques, qualitative and quantitative assessment and/or criteria can be modified for individual students.
Pinch Construction, Coil and Smooth Coil Construction, Hard and Soft Slab Construction	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● 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		
<ul style="list-style-type: none"> ● Canvas and/or Google Classroom, recorded demonstrations, course website, etc. 		

- [Unit 2 - Surface Treatments](#)

Essential Questions:

1. How do artists and designers create works of art or design that effectively communicate?
2. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
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 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.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.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.11.h: Career. Connections Research or experience options in art and design careers.

Learning Targets

- I can embellish my ceramic forms using glaze and underglaze.
- I can use multiple techniques to decorate my artwork.
- I can embellish my ceramic forms using textures.
- I can recognize and use science principles (color, light, matter, etc.) in art.
- I can create 3-dimensional artwork using the elements and principles of design.
- I can analyze and use knowledge gained from previous units to create an artwork that is unique.

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 <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
Glaze application techniques.	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● Adaptive tools can be used to assist in surface treatment applications, qualitative and quantitative assessment and/or criteria can be modified for individual students.
Gloss glaze, underglaze and glaze alternatives.	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● Adaptive tools can be used to assist in surface treatment applications, qualitative and quantitative assessment and/or criteria can be modified for individual

		students.
Textures, carving and scratching.	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● Adaptive tools can be used to assist in surface treatment applications, qualitative and quantitative assessment and/or criteria can be modified for individual students.
Digital Tools & Supplementary Resources		
<ul style="list-style-type: none"> ● Canvas and/or Google Classroom, recorded demonstrations, course website, etc. 		

<ul style="list-style-type: none"> ● Unit 3 - Sketchbook
Essential Questions:
<ol style="list-style-type: none"> 1. How do artists determine what resources and criteria are needed to formulate artistic investigations? 2. How do artists and designers determine goals for designing or redesigning objects, places, or systems? 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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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.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.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.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.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.

Learning Targets

- 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 create, combine, and edit ideas/preliminary work to explore ideas in my artwork.
- I can express these interpretations and understandings in writing through English standards.
- 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 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](#)

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
Project Documentation: Inspiration, planning process and reflection	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● Can be presented visually in a sketchbook, done on a computer, handwritten, typed, presented verbally, or recorded.
Artist Study and	<ul style="list-style-type: none"> ✓ Creating 	<ul style="list-style-type: none"> ● Can be presented visually in a sketchbook,

Research	<ul style="list-style-type: none"> ✓ Presenting ✓ Responding ✓ Connecting 	done on a computer, handwritten, typed, presented verbally, or recorded.
Digital Tools & Supplementary Resources		
<ul style="list-style-type: none"> ● Canvas and/or Google Classroom, recorded demonstrations, course website, etc. 		

<ul style="list-style-type: none"> ● Unit 4-Potter's Wheel
Essential Questions:
<ol style="list-style-type: none"> 1. What role does persistence play in revising, refining, and developing work? 2. How do artists grow and become accomplished in art forms? 3. How does engaging in creating art enrich people's lives?
Unit Standards
<p>Priority Standards</p> <ul style="list-style-type: none"> ● 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 criticallyinterpret 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. <p>Supporting Standards</p> <ul style="list-style-type: none"> ● 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.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques. ● A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.
Learning Targets
<ul style="list-style-type: none"> ● I can practice techniques and processes to develop a repertoire of personal observations and interpretations. ● I can analyze and use knowledge gained from previous units to create an artwork that is unique. ● I can explore a variety of sculpture techniques to create multiple solutions for art problems. ● I can safely apply techniques and processes to create works.

Assessment Evidence		
Feedback & Scoring Rubric(s) based on Priority Standards <i>Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"</i> <ul style="list-style-type: none"> Visual Art and Design Rubric Format 		
Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
Wheel throwing forms using the correct and necessary techniques, tools and materials.	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> Adaptive tools can be used to assist in throwing on the potter's wheel, qualitative and quantitative assessment and/or criteria can be modified for individual students.
Digital Tools & Supplementary Resources		
<ul style="list-style-type: none"> Canvas and/or Google Classroom, recorded demonstrations, course website, etc. 		

<ul style="list-style-type: none"> Unit 5-Sculpture Techniques
Essential Questions:
<ol style="list-style-type: none"> What factors prevent or encourage people to take creative risks? How does collaboratively reflecting on a work help us experience it more completely? What criteria, methods, and processes are used to select work for preservation or presentation? What conditions, attitudes, and behaviors support creativity and innovative thinking?
Unit Standards
Priority Standards <ul style="list-style-type: none"> 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.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.

Learning Targets

- 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 create, combine, and edit ideas/preliminary work to explore ideas 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](#)

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
Additive, Subtractive, Modeling and Assembling Sculpture Techniques	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● Adaptive tools can be used to assist in the various sculpture 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.