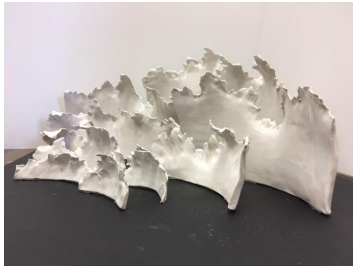

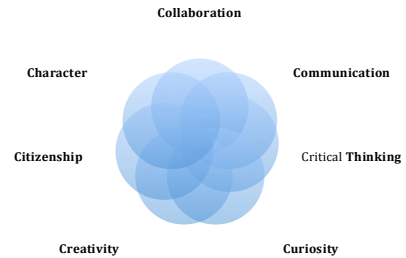


Content Area: Art		Course: Ceramics	Grade Level: 9-12
 		R14 The Seven Cs of Learning 	
Unit Titles		Length of Unit	
• Handbuilding		• 4-5 weeks	
• Animal Forms		• 3-4 weeks	
• Intro to Throwing & Plates and Bowls		• 4 weeks	
• Sgraffito & Glazing		• ongoing	
• Lidded Box with Motif		• 3-4 weeks	
• The Etiquette of Art		• Ongoing	
• Art History		• Ongoing	



Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Present	<ul style="list-style-type: none"> • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding
Respond	<ul style="list-style-type: none"> • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. • Visual imagery influences understanding of and responses to the world. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria.
Connect	<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Unit 1	Handbuilding	Length of Unit	4-5 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What are the main differences between handbuilding and wheel-throwing? • Why do artists choose one or the other? • What are the stages of clay? What role does craftsmanship play in handbuilding?
Standards*	Create: Investigate: VA:Cr2.1.IIa Investigate: VA:Cr2.2.IIa
Unit Strands & Concepts	<ul style="list-style-type: none"> • Handbuilding vs. Wheel throwing • Form follows function • Craftsmanship • Therapeutic qualities of clay
Key Vocabulary	pinch, slab, coil, stages of clay, leatherhard, slip, score, bat, form, surface texture, drape, extruder, vessel

*Standards based on National Core Arts Standards

For more information visit: <https://www.nationalartsstandards.org>

Unit Title	Handbuilding	Length of Unit	4-5 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ceramic works can be art and/or functional objects the main differences between handbuilding and wheel-throwing, and why artists choose one or the other the stages of clay how ceramic pieces can be expressive in form and/or content the importance of craftsmanship in handbuilding making forms from ceramics helps connect us to the natural world and can be calming 	<ul style="list-style-type: none"> observe, discuss, and respond to how other artists use the different handbuilding techniques complete a ceramic (handbuilding) artist file including background, analysis, and response create preliminary work that includes brainstorming and sketches for each batch of hand built vessels critique their work and that of their peers in-progress and at completion build 1-3 vessels using each handbuilding technique (6-12 vessels total), each with proper footing contribute to the cleanliness and organization of the studio properly stowe projects each day, control the stage projects are in at all times, and manage time properly with regards to the medium demonstrate proper attachments and craftsmanship so that projects can be handled and fired without falling apart create vessels that are expressive in form and/or content

Assessments:	Formative-teacher and peer feedback, Interim-artist files and critiques, Summative-rubric and reflection
Teacher Resources:	Ceramic Artists websites, Google Classroom

Unit 2	Animal Forms	Length of Unit	3-4 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do artists use figures to communicate visually with hand built ceramics? • What craftsmanship issues are important when sculpting from clay?
Standards*	Create: Investigate-Plan-Make: VACr1.2.IIa Investigate: VA:Cr2.3.IIA
Unit Strands & Concepts	<ul style="list-style-type: none"> • Function vs. Sculpture • Craftsmanship and Design
Key Vocabulary	pinch, slab, coil, stages of clay, leatherhard, slip, score, bat, form, surface texture

Unit Title	Animal Forms	Length of Unit	2-3 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • how artists use figures to communicate visually with hand built ceramics • what craftsmanship issues are important when sculpting from clay 	<ul style="list-style-type: none"> • observe, discuss, and respond to how other artists create ceramic animals • complete a ceramic (handbuilding) artist file including background, analysis, and response • create preliminary work that includes brainstorming, reference, and sketches • critique their work and that of their peers in-progress and at completion • create an expressive or symbolic animal figure out of clay • select the most applicable handbuilding techniques to use for the different parts of their animal sculptures

Assessments:	Formative-teacher and peer feedback, Interim-artist files and critiques, Summative-rubric and reflection
Teacher Resources:	Ceramic Artist Websites Google Classroom

Unit 3	Intro to Wheel Throwing/Plates and Bowls	Length of Unit	4 Weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do artist's use the potter's wheel to create ceramic artworks in comparison to hand built pieces? • What is the importance of using your body in harmony with the machine?
Standards*	Create: Investigate: VA:Cr2.1.IIA
Unit Strands & Concepts	<ul style="list-style-type: none"> • The Potter's Wheel • Form follows Function
Key Vocabulary	centering, bat, trimming, base, walls, kidney, sponge, wire tool, drawing up or out, finishing, footing

Unit Title	Intro to Wheel Throwing	Length of Unit	4 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • how artists use the potter's wheel to create ceramic artworks in comparison to hand built pieces • the importance of using your body in harmony with the machine 	<ul style="list-style-type: none"> • center a ball of clay on the potter's wheel • draw forms up and out to create plates and vessels • create a base and walls of proper thickness • remove their project from the wheel with a wire and control the stage of clay • trim pieces thrown on the wheel, including footing and lips • give and receive process feedback with teacher and peers

Assessments:	Formative-teacher and peer feedback Interim-artist files and critiques Summative-rubric and reflection
Teacher Resources:	Google Classroom Video: centering

Unit 4	Sgraffito/Glazing/Underglaze	Length of Unit	Ongoing
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Inquiry Questions (Engaging & Debatable)	What are the various ways ceramic artists complete the surfaces of their artworks? How can surface treatment in ceramics be expressive and/or functional?
Standards*	Create: Investigate: VA:Cr2.1.IIA
Unit Strands & Concepts	Ceramic Surface Treatments
Key Vocabulary	engobe, sgraffito, glaze, underglaze, ribbon tools, underglaze

Unit Title	Sgraffito/Glazing/Underglaze	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the various ways ceramic artists complete the surfaces of their artworks how surface treatment in ceramics can be expressive and/or functional 	<ul style="list-style-type: none"> observe, discuss, and respond to how ceramic artists use glaze, underglaze, or sgraffito in their projects select glazes based on the form, content, and function of their projects apply glazes and use sgraffito techniques properly for full coverage, good craftsmanship, and easy firing give and receive process feedback with teacher and peers

Assessments:	Formative-teacher and peer feedback Interim-artist files and critiques Summative-rubric and reflection
Teacher Resources:	Artist websites Google Classroom Video: sgraffito

Unit 5	Lidded Box with Motif	Length of Unit	3-4 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> Which tools and techniques will help and artist best express themselves? What is the relationship between craftsmanship and function?
Standards*	Create: Investigate-Plan-Make: VA:Cr1.1.IIa Investigate-Plan-Make: VA:Cr1.2.IIa Investigate: VA:Cr2.3.IIA
Unit Strands & Concepts	<ul style="list-style-type: none"> Lidded Vessels Unity between form and surface
Key Vocabulary	lip, flange, texture

Unit Title	Lidded Box with Motif	Length of Unit	3-4 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • which tools and techniques will help them express their concept best • the relationship between craftsmanship and function 	<ul style="list-style-type: none"> • complete preliminary work for final piece: including brainstorming, sketches that show exploration of form and motif, and reference material • complete a slab of clay with at least 3 different textures • build a vessel with a lid using one of various methods demonstrated • apply underglaze or engobe and use tools effectively to create a motif on the vessel surface/or select a texture to apply • demonstrate good craftsmanship and manage the stages of clay properly • create unity and content in the final piece using expressive form and a symbolic motif

Assessments:	Formative-teacher and peer feedback Summative-rubric and reflection
Teacher Resources:	Teacher Generated

Unit Title	The Etiquette of Art	Length of Unit	ongoing
Inquiry Questions (Engaging & Debatable)	<p>How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? What role doe 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? 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?</p>		
Standards*	<p>Create: Investigate: VA:Cr2.2.IIa Reflect- Refine- Continue: VA: Cr3.1.IIa Present: Select: VA:Pr4.1.IIa Analyze: VA:PR5.1.IIa Share: VA:Pr6.1.IIa Respond: Perceive:VA:Re7.2.IIa Analyze: VA:Re8.1.IIa Interpret: VA:Re9.1.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Art Critique (peer, self, and teacher) • Art Show (preparation, set up, striking) • Art Room Etiquette 		
Key Vocabulary	<p>Elements of art, principles of design Four steps of art criticism: description, analysis, interpretation, judgment</p>		

Unit Title	The Etiquette of Art	Length of Unit	ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • art is a vehicle to express emotions, values, attitudes, and ideas • the process of critique 	<ul style="list-style-type: none"> • demonstrate responsibility and care in the use of art facilities, tools, and materials • respond to the formal and sensory qualities in a work of art and define their personal preferences • communicate constructive criticism through peer and self class critiques. • participate in various art exhibits • work independently and respect the work of others • select a body of work that contains the essence of one's creative efforts • maintain a portfolio understanding it is an ongoing process and should become a lifetime commitment • formulate a working visual arts vocabulary • develop critical assessment skills as they relate to the evaluation of their own work and the work of others including the use of correct language and attitude (openness and tolerance) • understand other world cultures as they related to the experience and variety of different art forms • appropriate vocabulary to describe and evaluate their own work and the work of others • evaluate, interpret and make personal statements about works of art

Assessments:	Formative-teacher and peer feedback, exploring medium exercise, Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources, Artists website - based on medium Former student work

Unit Title	Art History	Length of Unit	ongoing
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Inquiry Questions (Engaging & Debatable)	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence chape deas, beliefs, and experiences? How do objects, artifact, and artworks collected, preserved, or presented, cultivate appreciate and understanding? How does art help us understand the lives of people of different times, place, and cultures? How is art used to impact the view of a society? How does art preserve aspects of life?
Standards*	Present: Share: VA:Pr6.1.IIa Connect: Relate: VA:Cn11.1.IIa
Unit Strands & Concepts	<ul style="list-style-type: none"> • Content • Technique • Cultural Concepts • The evolution of art
Key Vocabulary	movement, the elements of art and principles of design, critique, appreciation, relevance

Unit Title	Art History	Length of Unit	ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● art history is the study and appreciation of art and artists within the context of past and present cultures ● artists and the periods in which they worked ● movements and styles ● an understanding of how individual artists work ● art as a basic and universal language ● artists synthesize the ideas of their own and other cultures to create their work ● artists have communicated ideas in different ways 	<ul style="list-style-type: none"> ● incorporate historical reference into studio activities ● recognize common elements in different artists' work that represent a movement ● make connections between their understanding of their heritage, social experience, and environment as it allows them to understand themselves and the similarities and diversities of mankind ● make connections between art and culture ● develop an appreciation for cross-cultural influences in art ● recognize that art and the artist connecting links between cultures ● develop an understanding of how the ideas expressed in a students' work relate to past and present art and culture

Assessments:	Formative-teacher and peer feedback, exploring medium exercise , Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources, Artists website - based on medium Former student work