

**Pembroke High School**  
*Visual Arts Department*  
*Curriculum*

***Ceramics***

Course: Ceramics

	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><u>Unit Title:</u> <b>Clay Basics</b></p> <p><b>Single Pinch Pot &amp; Triple Pinch Pot Container or Jack-O-Lantern</b></p> <p>Timeline: 3 Weeks</p> <p><u>Essential Question(s):</u></p> <p>What is clay and what chemicals are found in clay?</p> <p>What culture was the first to use clay?</p> <p>What are the three types of clay?</p>	<p>Students will learn the process in which clay is formed and the history of clay as a medium in art.</p> <p>Students will learn and demonstrate hand building techniques using clay as a medium.</p> <p>Students will learn why artists create work using clay and where they get their ideas.</p> <p>Students will learn and demonstrate how to create a single pinch pot.</p> <p>Students will learn and demonstrate</p>	<p>Students will complete a series of terms/vocabulary associated with the Clay basics including the types, chemistry, techniques, tools, and stages of clay.</p> <p>Students will create a single pinch pot using clay as a medium.</p> <p>Students will learn and demonstrate how to attach two pieces of clay together. Students will slip &amp; score multiple pinch pots together to form a larger container.</p>	<p><u>Vocabulary worksheet</u></p> <p><u>Unit Quiz:</u> Focus on Vocabulary &amp; Introduction to clay, clay history, techniques, tools, stages, and the kiln.</p> <p>Completion of a single pinch pot.</p> <p><u>Drawing worksheet 1</u> (Triple Pinch Pot Container or Jack-o-Lantern); including sketched ideas and reference materials for assignment.</p> <p><u>Grading Rubric</u> Triple Pinch Pot Container or Jack-o-Lantern</p>	<p>Glenco <i>ArtTalk</i> Textbook for vocabulary &amp; terminology.</p> <p><u>Textbook</u> Ceramics Hand Building Techniques By Joaquim Chavarria for vocabulary &amp; terminology.</p> <p><u>History of Ceramics</u> <a href="http://ceramics.org/learn-about-ceramics/history-of-ceramics/">http://ceramics.org/learn-about-ceramics/history-of-ceramics/</a></p> <p><u>Types of Clay</u> <a href="http://www.claytimes.com/refer">http://www.claytimes.com/refer</a></p>	<p><u>MA Frameworks:</u></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.</p> <p>1.12 Describe and apply procedures to ensure safety and proper maintenance of the work space, materials, and tools.</p> <p>3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p>

<p>Where is clay usually found in our environment?</p> <p>What techniques are used when working with clay as a medium?</p> <p>What are the four main stages of clay?</p> <p>What tools are used when working with clay and what are their functions?</p> <p>What is a kiln and its function when working with clay?</p> <p>How do you attach two pieces of clay together properly?</p>	<p>how to combine the hand building techniques of working with clay. (coil &amp; pinch pot)</p> <p>Students will learn and demonstrate effective use of tools and techniques in ceramics and design.</p>	<p>(Triple Pinch Pot or Jack-O-Lantern)</p>	<p>(Student/Peer/Teacher Assessment)</p>	<p><a href="http://ence-guide/clay-basics.html">ence-guide/clay-basics.html</a></p> <p>Visual PowerPoint presentation of previous examples. (Photos of student work)</p> <p>Previous Student work for examples (Actual works)</p>	<p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><b><u>P.H.S. Student Expectations:</u></b></p>
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					<p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
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	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><u>Unit Title:</u> <b>Glazes &amp; Glazing</b></p> <p><b>Spoon-Rest</b></p> <p><u>Timeline:</u> 2 Weeks</p> <p><u>Essential Question(s):</u></p>	<p>Students will learn and demonstrate the hand building technique of a slab and coil.</p> <p>Students will learn and demonstrate how to apply glaze/glazes to a</p>	<p>Students will complete a series of terms/vocabulary associated with glazes and glazing.</p> <p>Students will practice using glaze on their previous single pinch pot.</p>	<p><u>Vocabulary worksheet</u> on Glaze and Glazing.</p> <p><u>Unit Quiz:</u> Focus on Vocabulary &amp; terminology associated with glaze and glazing.</p> <p>Completion of a FINAL, Glazed single pinch pot.</p>	<p><i>Glenco ArtTalk</i> Textbook for vocabulary &amp; terminology.</p> <p><u>Textbook</u> <i>Ceramics Glazing Techniques</i> By Joaquim Chavarria for vocabulary &amp; terminology.</p> <p><u>Glazing and Clay terminology</u></p>	<p><b>MA Frameworks:</b></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.</p> <p>1.12 Describe and apply procedures to ensure safety and proper</p>

<p>What is glaze and glazing in ceramics?</p> <p>What is the difference between a gloss glaze and an under glaze?</p> <p>What is crazing and crawling when working with glaze?</p> <p>How many coats of glaze are applied to a clay piece?</p> <p>What glaze is safe to paint on the bottom of a clay piece?</p> <p>Are glazes safe to eat off of? What are they called?</p>	<p>fired ceramic piece.</p> <p>Students will learn and demonstrate how to combine different hand building techniques with clay into one final work.</p> <p>Students will continue to learn and demonstrate effective use of tools and techniques in ceramics and design.</p>	<p><u>Drawing Worksheet</u> Students will create a sketch of what their final spoon-rest will look like.</p> <p>Students will create a functional spoon-rest that is related to food or the kitchen.</p> <p>Students will apply the necessary glazes or painted decoration to their final spoon-rest creation.</p>	<p><u>Drawing Worksheet</u> (Spoon-rest); including sketched ideas and reference materials for assignment.</p> <p><u>Grading Rubric</u> Spoon-rest (Student/Peer/Teacher Assessment)</p>	<p><a href="http://www.theclayhouse.com/education/glossary.html">http://www.theclayhouse.com/education/glossary.html</a></p> <p>Previous Student work for examples (Actual works)</p> <p>Visual PowerPoint presentation of previous examples. (Photos of student work)</p>	<p>maintenance of the work space, materials, and tools.</p> <p>3.11 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.11 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p>
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<p>What are the different ways glazes can be applied to a ceramic piece?</p> <p>What is a slab and a coil in ceramics? How are they made?</p>					<p><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
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	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><b><u>Unit Title:</u></b> <i>Additive and Subtractive Slab Construction</i></p> <p><b>Picture Frame or 3D Plaque</b></p> <p><b>Timeline:</b> 3 Weeks</p>	<p>Students will learn and demonstrate the hand building technique of a slab combined with the additive and subtractive methods.</p>	<p><b><u>Drawing Worksheet</u></b> Students will create a sketch of what their final Picture frame or 3D Plaque will look like.</p> <p>Students will create a functional Picture Frame or 3D Plaque</p>	<p>Vocabulary worksheet (Review of clay basics and glaze terminology)</p> <p><b><u>Unit Quiz:</u></b> Content will include a Review of clay basics and glaze basics.</p>	<p><i>Glenco ArtTalk</i> Textbook for vocabulary &amp; terminology.</p> <p><b><u>Textbook</u></b> Ceramics Hand Building Techniques</p>	<p><b><u>MA Frameworks:</u></b></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media,</p>

<p><b><u>Essential Question(s):</u></b></p> <p>What is the additive method in ceramics?</p> <p>What is the subtractive method in ceramics?</p> <p>What is the typical thickness a slab should be in ceramics?</p>	<p>Students will continue to learn and demonstrate how to apply and effectively use glaze/glazes to a fired ceramic piece.</p> <p>Students will learn and demonstrate how to combine different hand building techniques with clay into one final work.</p> <p>Students will continue to learn and demonstrate effective use of tools and techniques in ceramics and design.</p>	<p>using slab construction and both the additive and subtractive methods.</p> <p>Students will apply the necessary glazes or painted decoration to their final Picture Frame or 3D Plaque creation.</p>	<p><u>Drawing Worksheet</u> (Picture Frame or 3D Plaque); including sketched ideas and reference materials for assignment.</p> <p><u>Grading Rubric</u> Picture Frame or 3D Plaque (Student/Peer/Teacher Assessment)</p>	<p>By Joaquim Chavarria for vocabulary &amp; terminology.</p> <p><u>Textbook</u> Ceramics Glazing Techniques By Joaquim Chavarria for vocabulary &amp; terminology.</p> <p><u>Glazing and Clay terminology</u> <a href="http://www.theclayhouse.com/education/glossary.html">http://www.theclayhouse.com/education/glossary.html</a></p> <p>Visual PowerPoint presentation of previous examples. (Photos of student work)</p> <p>Previous Student work for examples (Actual works)</p>	<p>materials, and tools.</p> <p>1.12 Describe and apply procedures to ensure safety and proper maintenance of the work space, materials, and tools.</p> <p>3.12 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.10 Demonstrate the</p>
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					<p>ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.12 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied</p>
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	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<b><u>Unit Title:</u></b> <i>Coil and Slab Container</i>	Students will continue to learn and demonstrate	<u>Drawing Worksheet</u> Students will create a sketch of what	<u>Drawing Worksheet (Coil/Slab Container);</u> including sketched	<u>Textbook</u> Ceramics	<b><u>MA Frameworks:</u></b>

<p><b><i>Coil and Slab Container/Vase</i></b></p> <p><u>Timeline:</u> 3 Weeks</p> <p><b><u>Essential Question(s):</u></b></p> <p>What is the difference between decorative and functional art?</p> <p>How do you structurally build height with clay?</p> <p>How can you combine slabs and coils to create a container/vase?</p> <p>What is a vessel or vase? How/why did other cultures use them?</p>	<p>the hand building techniques of a slab and coil to create a vase/container with at least three different designs/decorations</p> <p>Students will learn and demonstrate how to structurally create height in a ceramic piece.</p> <p>Students will continue to learn and demonstrate how to apply and effectively use glaze/glazes to a fired ceramic piece.</p> <p>Students will continue to learn and demonstrate effective use of tools and techniques in ceramics and design.</p>	<p>their final coil/slab container will look like.</p> <p>Students will create a functional coil/slab container using slab and coil construction and incorporate; 3 different designs and include 6 inches of height or more.</p> <p>Students will apply the necessary glazes or painted decoration to their final coil/slab container creation.</p>	<p>ideas and reference materials for assignment.</p> <p><u>Grading Rubric</u> Coil/Slab Container (Student/Peer/Teacher Assessment)</p>	<p>Hand Building Techniques By Joaquim Chavarria for vocabulary &amp; terminology.</p> <p><u>Textbook</u> Ceramics Glazing Techniques By Joaquim Chavarria for vocabulary &amp; terminology.</p> <p>Visual PowerPoint presentation of previous examples. (Photos of student work)</p> <p>Previous Student work for examples (Actual works)</p>	<p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.</p> <p>1.12 Describe and apply procedures to ensure safety and proper maintenance of the work space, materials, and tools.</p> <p>3.13 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize,</p>
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<p>How do you "flute" clay in or out on a ceramic piece?</p>					<p>organize, and complete long-term projects, alone and in group settings</p> <p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.13 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><b><u>P.H.S. Student Expectations:</u></b></p>
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					<p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
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<p><b><u>Unit Title:</u></b> <i>Slab Construction</i></p> <p><b><u>Sgraffitto Slab Box Container with Lid</u></b></p> <p><b><u>Timeline:</u></b> 3 Weeks</p> <p><b><u>Essential Question(s):</u></b></p> <p>What is sgraffitto and how is it created in ceramics?</p> <p>What tools are used to create a sgraffitto design?</p> <p>How can templates aid in the construction of a ceramic piece?</p>	<p>Students will continue to learn and demonstrate the hand building techniques of a slab to create a slab box container with a lid incorporating sgraffito design.</p> <p>Students will learn and demonstrate how to use a template in ceramic construction.</p> <p>Students will continue to learn and demonstrate how to apply and effectively use glaze/glazes to a fired ceramic piece.</p>	<p><u>Drawing Worksheet</u> Students will create a sketch of what their final sgraffitto slab box container will look like.</p> <p>Students will create a functional sgraffitto slab box container using slab and coil construction and incorporate; theme, additive method, and subtractive method.</p> <p>Students will apply the necessary glazes or painted decoration to their final Sgraffitto Slab Box creation.</p>	<p><u>Drawing Worksheet</u> (Sgraffitto Slab Box); including sketched ideas and reference materials for assignment.</p> <p><u>Grading Rubric</u> Sgraffitto Slab Box (Student/Peer/Teacher Assessment)</p>	<p><u>Textbook</u> Ceramics Hand Building Techniques By Joaquim Chavarria for vocabulary &amp; terminology.</p> <p><u>Textbook</u> Ceramics Glazing Techniques By Joaquim Chavarria for vocabulary &amp; terminology.</p> <p>Visual PowerPoint presentation of previous examples. (Photos of student work)</p> <p>Previous Student work for examples (Actual works)</p>	<p><b><u>MA Frameworks:</u></b></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.</p> <p>1.12 Describe and apply procedures to ensure safety and proper maintenance of the work space, materials, and tools.</p> <p>3.14 Create 2D and 3D images that are original, convey a distinct</p>

	<p>Students will continue to learn and demonstrate effective use of tools and techniques in ceramics and sgraffito design.</p>				<p>point of view, and communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.14 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal,</p>
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					<p>cultural, and historical contexts of the work</p> <p><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
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	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><u>Unit Title:</u> <u>Mask Making</u> <u>(Pattern &amp; Balance)</u></p> <p><b><u>African or Tribal (Cultural) Masks</u></b></p> <p><u>Timeline:</u> 3 Weeks</p> <p><u>Essential Question(s):</u></p> <p>What functions do masks play in different cultures?</p>	<p>Students will continue to learn and demonstrate different hand building techniques to create a Mask incorporating pattern and balance.</p> <p>Students will learn and demonstrate how to illustrate and sculpturally construct ideas for a mask using imagination and references.</p>	<p><u>Drawing Worksheet</u> Students will create a sketch of what their final mask will look like including pattern and balance in their overall design.</p> <p>Students will create a decorative or functional mask using a variety of hand building techniques and incorporate; pattern, balance, additive method,</p>	<p><u>Drawing Worksheet</u> (African or (cultural) Tribal Masks); including sketched ideas and reference materials for assignment.</p> <p><u>Written Essay</u> Written Response to Laurence Dunbar's poem "We Wear the Mask"</p> <p><u>Grading Rubric</u> African or (cultural) Tribal Masks (Student/Peer/Teacher Assessment)</p>	<p><b><u>African Mask Making</u></b> History, functions, materials, patterns, styles, and designs of African masks. <a href="http://www.artyfactory.com/africanmasks/design/design.htm">http://www.artyfactory.com/africanmasks/design/design.htm</a></p> <p><b><u>African Mask Examples</u></b> <a href="http://www.artyfactory.com/africanmasks/">http://www.artyfactory.com/africanmasks/</a> /</p> <p>Poem "We Wear the Mask" By Laurence Dunbar</p>	<p><b><u>MA Frameworks:</u></b></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.</p> <p>1.12 Describe and apply procedures to ensure safety and proper maintenance of the work space,</p>



<p>Why are masks important in African, Asian, and other cultures?</p> <p>What is balance and pattern in art? How can they be used or incorporated in mask making?</p> <p>What is difference between formal and informal balance in art?</p> <p>What are the different types of pattern in art/design?</p>	<p>Students will continue to learn and demonstrate how to apply and effectively use glaze/glazes to a fired ceramic piece.</p> <p>Students will continue to learn and demonstrate effective use of tools and techniques in ceramics and design.</p>	<p>and subtractive method.</p> <p>Students will read the poem "We Wear the Mask" by Laurence Dunbar and give a written response to questions related to the poem and their mask creation.</p> <p>Students will apply the necessary glazes or painted decoration to their final African or (cultural) Tribal Mask creation.</p>		<p><a href="http://www.poets.org/viewmedia.php/prmMID/15888">http://www.poets.org/viewmedia.php/prmMID/15888</a></p> <p>Glencoe Art Talk Textbook Ceramic mask studio project. Pages 242-243 Chapters 8 &amp; 9 Pattern and Balance in Art.</p> <p>Visual PowerPoint presentation of previous examples and authentic mask creations. (Photos of African, Inuit, Asian, and student work)</p> <p>Previous Student work for examples (Actual works)</p>	<p>materials, and tools.</p> <p>1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects</p> <p><i>For example, students select a medium for its expressive qualities or structural properties</i></p> <p>3.15 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term</p>
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					<p>projects, alone and in group settings</p> <p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary</p> <p>5.15 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal,</p>
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					<p>cultural, and historical contexts of the work</p> <p><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
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	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><u>Unit Title:</u> <u>Statue/Carved Sculptural Design</u></p> <p><b><u>Gargoyle/Statue Sculpture</u></b></p> <p><u>Timeline:</u> 3 Weeks</p>	<p>Students will continue to learn and demonstrate different hand building techniques to create a Gargoyle/Statue Sculpture in clay.</p>	<p><u>Drawing Worksheet</u> Students will create a sketch of what their final Gargoyle/Statue Sculpture will look like.</p>	<p><u>Drawing Worksheet</u> (Gargoyle/Statue Sculpture); including sketched ideas and reference materials for assignment.</p> <p><u>Video Worksheet</u></p>	<p><u>Video</u> "Gargoyles; Guardians of the Gate" Documentary by New River Media, Inc. Washington D.C.</p> <p><b><u>History of Gargoyles</u></b></p>	<p><b><u>MA Frameworks:</u></b></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of</p>

<p><u>Essential Question(s):</u></p> <p>Where did the term "gargoyle" originate from?</p> <p>Why were gargoyles used and created on buildings?</p> <p>How do you create a statue/sculptural form using clay?</p> <p>Why is it necessary to hollow out a sculptural form in ceramics?</p> <p>Where do artists get their inspirations to create sculptures?</p> <p>What other mediums are used when creating sculptures in art?</p>	<p>Students will learn and demonstrate how to illustrate and sculpturally construct ideas for a Gargoyle/Statue Sculpture using imagination and references.</p> <p>Students will continue to learn and demonstrate how to apply and effectively use glaze/glazes to a fired ceramic piece.</p> <p>Students will continue to learn and demonstrate effective use of tools and techniques in ceramics and design.</p>	<p>Students will create a Gargoyle/Statue Sculpture using a variety of hand building techniques</p> <p>Students will view the video "Gargoyles; Guardians of the Gate", and give a written response to questions related to the video and the history of gargoyles.</p> <p>Students will apply the necessary glazes or painted decoration to their final Gargoyle/Statue Sculpture.</p>	<p>Handout of questions related to the video "Gargoyles; Guardians of the Gate"</p> <p><u>Grading Rubric</u> Gargoyle/Statue Sculpture (Student/Peer/Teacher Assessment)</p>	<p><a href="http://en.wikipedia.org/wiki/Gargoyle">http://en.wikipedia.org/wiki/Gargoyle</a></p> <p><u>Exemplar</u> <b>Salvador Dali</b> Sculpture examples <a href="http://dalisculptures.blogspot.com/">http://dalisculptures.blogspot.com/</a></p> <p>Visual PowerPoint presentation of previous student examples and authentic Gargoyle/Statue creations.</p> <p>Previous Student work for examples (Actual works)</p>	<p>particular media, materials, and tools.</p> <p>1.12 Describe and apply procedures to ensure safety and proper maintenance of the work space, materials, and tools.</p> <p>1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects</p> <p><i>For example, students select a medium for its expressive qualities or structural properties</i></p> <p>3.16 Create 2D and 3D images that are original,</p>
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					<p>convey a distinct point of view, and communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.16 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of</p>
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					<p>the formal, cultural, and historical contexts of the work</p> <p><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
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