

WGSD Curriculum
The Visual Arts

Course: Ceramics
Grades 9-12
LG 1 Create - Elements of Art

High Priority Standards	
NCCAS Standards 2014 - Ceramics	
Artistic Process - Creating	
Anchor Standard: Refine and complete artistic work.	
Learning Goal	Proficiency Scale
Students will be able to demonstrate the elements and principles of art through the media of clay.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">• Applying elements of line, color, texture, shape and the principle of repetition to ceramic artwork.• Creating ceramics that illustrate art and design concepts using the pottery wheel and hand-build techniques. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: tools, wheel, kiln, glaze, hand-build, throwing, firing, slab, coil, form,

WGSD Curriculum
The Visual Arts

	<p>shape, dimension, texture, repetition, negative space.</p> <ul style="list-style-type: none">● Performing processes such as:<ul style="list-style-type: none">○ Building a pot.○ Curing a pot.○ Applying glaze.○ Firing the piece. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
--	--

WGSD Curriculum
The Visual Arts

Course: Ceramics
Grades 9-12
LG 2 Create - Glazes

High Priority Standards

NCCAS Standards 2014

Artistic Process- Creating
Anchor Standard: Refine and complete artistic work.

Learning Goal	Proficiency Scale
Students will be able to mix colorants and chemicals to create ceramic glazes.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Creating a cone 6 glaze with colorants and chemicals for application to a kiln fired work.• Creating a raku glaze with colorants and chemicals for application to a pit or barrel fired work.• Applying natural colorants for a pit fire and/or barrel firing. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: glaze, mix, apply, kiln, cone 6, raku, pit fire and barrel fire.

WGSD Curriculum
The Visual Arts

- Performing processes such as:
 - Applying a pre-mixed glaze.
 - Identifying how a glaze is created.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

WGSD Curriculum
The Visual Arts

Course: Ceramics
Grades 9-12
LG 3 Present - Portfolio

High Priority Standards

NCCAS Standards 2014

Artistic Process - Presenting

Anchor Standard: Select and analyze their artwork and the work of others when deciding what artwork to present.

Learning Goal

Students will be able to select and refine artistic works for presentation.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Choosing items for a portfolio using the concepts of quality, quantity, selection and discrimination.
- Presenting a portfolio that illustrates a sense of style and depth of subject knowledge.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as:

WGSD Curriculum
The Visual Arts

	<p>portfolio, quality, quantity, selection and discrimination.</p> <ul style="list-style-type: none">● Performing processes such as:<ul style="list-style-type: none">○ Choosing items for a portfolio.○ Displaying items that show the accomplished work. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
--	---

WGSD Curriculum
The Visual Arts

Course: Ceramics
Grades 9-12
LG 4 Respond - Criticism

High Priority Standards

NCCAS Standards 2014

Artistic Process- Responding

Anchor Standard: Experience, analyze and interpret art and other aspects of the visual world.

Learning Goal	Proficiency Scale
Students will be able to observe, interpret, and evaluate art.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">• Constructing aesthetic arguments to support art critiques.• Evaluating the artistic works of others and self, using the elements of art and the principles of design. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: aesthetics, art criticism, validity, purpose, quality, response.• Performing processes such as:<ul style="list-style-type: none">○ Commenting on personal art using descriptive terms.

WGSD Curriculum
The Visual Arts

	<ul style="list-style-type: none">○ Commenting on other artists' work using descriptive terms. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
--	--