

Pequea Valley School District
Art

Unit: Develop Craft-Three Methods Sculpture

Course: Ceramics

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Big Idea: Ceramic sculpture requires the understanding of the three methods of construction.

Unit Essential Question(s)

- How do artists construct three dimensional ceramic work?
- What techniques do ceramic artists utilize to ensure that their work will survive the drying and heating process?
- What role does non-objective art play in ceramics?

Keystone Eligible Content/PA Core Standard

9.1.12.G. Analyze the effect of rehearsal and practice sessions.

Pacing: Approximate number of class sessions per unit

4-5

Tier 3 Vocabulary (Content specific vocabulary)

Score, slip, coil, pinch, slab, non-objective art, cohesive, three dimensional art, hand building

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

-Learners will know the three methods of construction in ceramics.

-Handbuilding techniques; slip score, modeling, incising, relief

-Learners will understand how to cohesively create a secure sculpture

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

-Ceramic sculpture requires the understanding of the three methods of construction.

-Clay properties dictate how artists design and build sculptures. Artists need to understand the life of clay from plasticity to greenware.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

Learners will experiment with the three methods of construction to create a cohesive sculpture using a variety of non-objective forms.

Learners will utilize ceramic techniques to create a stable and secure sculpture.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Art

Unit: Observe-A work based on the exercise of Observation by creating a representational sculpture.

Course: Ceramics

Grade: 9-12

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What is an image?
- How does art preserve aspects of life?
- What methods and processes are considered when preparing artwork for presentation and preservation?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Keystone Eligible Content/PA Core Standard

Standard - 9.2.12.G

Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, and South America

Standard - 9.2.12.K

Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling – plays, oral histories- poetry, work songs- bluegrass).

Standard - 9.4.12.C

Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.

Pacing: Approximate number of class sessions per unit

5 days

Tier 3 Vocabulary (Content specific vocabulary)

Observe, Content, Focal Point, All-Over Space, Formulate

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Visual Art Vocabularies
- Know the difference between seeing and looking

- The Art of Seeing steps; Look, Observe, See, Describe, Analyze, and Interpret

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Sometimes in artwork, there is more than meets the eye. You must look closely!
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and are a record of social, cultural, and political experiences resulting in the cultivating or appreciation and understanding.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

1. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
2. Learn to look closer to see things that may otherwise not be seen. (See, Wonder, Think Graphic Organizer)

Software/Resources:

- The Art of Ed Website
- See, Wonder, Think Method
<https://www.edutopia.org/pdfs/stw/edutopia-stw-bates-artsintegration-template-organizers.pdf>
- <http://everyarteverychild.org/resources/tools.html>

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Art

Unit: Envision-Non Representational, Utilitarian Sculpture

Course: Ceramics

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Big Idea: Form dictates function

Unit Essential Question(s)

- What is abstraction?
- How does our understanding of basic forms help in the process of conceptualizing a ceramic work?
- Why does form dictate function in ceramics?
- How do artists break down complex forms into simple 3d forms?
- What is a utilitarian?

Keystone Eligible Content/PA Core Standard

- 9.1.12. B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12.D Demonstrate specific styles in combination through the production or performance of a unique work of art
- 9.3.12.A Explain and apply critical processes used in the examination of works in the arts and humanities.
- 9.3.12.C Apply systems of classification for interpreting works in the arts and forming a critical response.

Pacing: Approximate number of class sessions per unit

3 weeks

Tier 3 Vocabulary (Content specific vocabulary)

Complex forms, simple forms, abstraction, structure, function, utilitarian

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Ceramic artists conceptualize building three dimensions by simplifying the complex form down to the basic 3D forms like cones, spheres, cylinders, and cubes.
- Basic forms help ceramic artists with stability and structure of sculptures.
- Function vs. Non functional

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Artists simplify complex forms to create greater function and stability.
- Simplifying forms is a skill that improves Artist's ability to render the 3D structure prior to building.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

- Simplify complex forms to simple forms through practice sessions.
- How to create a utilitarian function when conceptualizing a ceramic sculpture.
- Observational drawing
- Three dimensional sketching

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Art

Unit: Engage and Persist- Wheel Throwing Techniques.

Course: Ceramics

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Big Idea: How do artists work through artistic roadblocks?

Unit Essential Question(s)

- What role does persistence play in revisiting, 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 do artists and designers... work? ...determine whether a particular direction in their work is effective? ...learn from trial and error?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.J

Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Standard - 9.1.12.K

Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Standard - 9.3.12.A

Explain and apply the critical examination processes of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses
- Evaluate/form judgments

Pacing: Approximate number of class sessions per unit

5 days

Tier 3 Vocabulary (Content specific vocabulary)

Engage, Persistence, Perseverance, Grit, Revisit, Perfecting, Developing, Growth, Effective

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Learn to embrace problems of importance and develop focus within their artwork.
- Criteria is needed to guide the artmaking process, to achieve a goal.
- Various art making processes, techniques, and skills

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Artists and designers experiment with forms, structures, materials, concepts, media and art making approaches.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- How to apply methods to overcome creative blocks.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

1. Justify the decisions made during the artwork process and after artwork finalization.
2. Learners will show evidence of revisiting, revising, and refining their artistic ideas (both visually and verbally).

Software/Resources:

- <http://everyarteverychild.org/resources/tools.html>

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Art

Unit: Envision-Construct an original work of art from concept to completion. Focusing on personal artistic style.

Course: Ceramics

Grade: 9-12

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- What are the next steps in my creative process?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.B

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Standard - 9.3.12.C

Apply systems of classification for interpreting works in the arts and forming a critical response.

Pacing: Approximate number of class sessions per unit

5 days

Tier 3 Vocabulary (Content specific vocabulary)

Envision, Plan, Process, Conception, Execution, Sketchbook

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Practice and planning are essential in the artmaking process. (documentation of process)
- Criteria for artistic investigations.

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

1. Learners will mentally picture the next steps in their artwork. They will be able to verbally explain these steps to their facilitator.
2. Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Software/Resources:

- The Art of Ed website
- <http://everyarteverychild.org/resources/tools.html>

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Unit: Understand Art Community--Viewing art through history and discussing the works as a means to gauge personal creative expression.

Course: Ceramics

Grade: 9-12

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- How does collaboration extend the creative process?
- How does knowing the contexts, histories, and traditions or art forms help us create works of art and design?
- How does art help us understand the lives of people or different times, places, and cultures?
- How do people contribute to their communities through artmaking?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.D

Demonstrate specific styles in combination through the production or performance of a unique work of art.

Standard - 9.2.12.C

Relate works in the arts to varying styles and genre and to the periods in which they were created.

Standard - 9.2.12.D

Analyze a work of art from its historical and cultural perspective.

Pacing: Approximate number of class sessions per unit

6 days

Tier 3 Vocabulary (Content specific vocabulary)

Genre, Artistic Movement, Collaboration, Context, History, Traditions, Culture, Conference

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- How to work in a group setting.
- Major art movements and the artistic “players” involved in the movements being studied.
- Know culturally significant information depending on the artistic style and/or trend being discussed.

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Art and culture closely connect to each other.
- Visual imagery influences understanding of and responses to the world.
- Artists are inspired by the artists that came before them and use that inspiration to create their own body of artwork.
- It is important to actively contribute to your community.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

1. Collaborate to formulate ideas for their artwork. (Group Work w/Peers and Individual Conference with Learning Facilitator)
2. Study artists, artistic movements/trends, and cultures.
3. Participate in the learning community of the Art Studio through verbal, written, and artistic activities.

Software/Resources:

- <http://everyarteverychild.org/resources/tools.html>
- <http://www.tate.org.uk/>
- <http://www.theartstory.org/>
- The Art of Ed website
- <http://www.artrageouswithnate.com/>

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Pequea Valley School District
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Unit: Stretch and Explore- Experimentation, Planning and Idea development for all works of art, with a focus on pushing past their comfort zone.

Course: Ceramics

Grade: 9-12

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- How does the creation process stretch and grow an artist?
- How does making art attune people to their surroundings?
- What is the value of engaging in the process of art criticism?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.G

Analyze the effect of rehearsal and practice sessions.

Standard - 9.3.12.E

Examine and evaluate various types of critical analysis of works in the arts and humanities.

- Contextual criticism
- Formal criticism
- Intuitive criticism

Pacing: Approximate number of class sessions per unit

8 days

Tier 3 Vocabulary (Content specific vocabulary)

Experimentation, Creativity, Possibilities, Open-Ended, Solutions, Failure, Success

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- There is more than one solution to problems presented in the Art Studio.

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Failure comes before success.
- People gain insights into meanings of artwork by engaging in the processes of creation and art criticism.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

1. Learn to reach beyond the learner's capacity and embrace the opportunity to learn from my mistakes.
2. Experimentation and practice influences the learner's process. Evidence seen in material usage and techniques applied in artwork and sketchbooks.
3. Discovery of various approaches during the creative process.

Software/Resources:

- The Art of Ed Website
- <http://everyarteverychild.org/resources/tools.html>

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Unit: Reflect-Artists Statements

Course: Ceramics

Grade: 9-12

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- How do life experiences influence the way you relate to art?
- How is art used to impact the view of society?
- How do you “read” a work of art?
- What can we learn from our response to art?
- How is personal preference different from evaluation?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.C

Integrate and apply advanced vocabulary to the arts forms.

Standard - 9.2.12.E

Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.

Standard - 9.3.12.D

Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

Standard - 9.4.12.B

Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Pacing: Approximate number of class sessions per unit

7 days

Tier 3 Vocabulary (Content specific vocabulary)

Reflect, Society, Affect, Presentation, Cultivate, Appreciation, Artifacts, Impact

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Visual art vocabularies
- Historical events relevant to the current topic/class discussion.
- The opinions of others in the art world (i.e. critics, artists, etc).

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the natural world, as well as constructed environments.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

1. Write artist statement(s) about artwork.
2. Formulate and share their own opinions on topics discussed in class (both in verbal and written forms).

Software/Resources:

- The Art of Ed Website
- <https://www.teachingchannel.org/videos/building-analysis-skills-special-ed-getty>
- <https://www.teachingchannel.org/videos/lenses-and-art-getty>
- <http://everyarteverychild.org/resources/tools.html>

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