

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: Honors Advanced Ceramics and Sculpture II

Born On: 8/31/17
Previous Revision: August, 2018
Current Revision: 8/28/23
Board Approval: 8/28/23

COURSE DESCRIPTION:

Honors Advanced Ceramics and Sculpture II

Description of course:

Advanced Ceramics and Sculpture expands on the ideas and skills gained in Beginning Ceramics and Sculpture. As in other art courses, studio work will develop and reinforce student understandings of the elements and principles of art, which is an integral part of a strong portfolio. Students are encouraged to develop creative thinking and personal expression as well as skills, techniques and understanding needed to create quality work. Students will explore and expand on a variety of ceramic techniques, including more complex handbuilding, sculptural ceramics, and a variety of wheel-throwing. Additionally, students are encouraged to explore a variety of ceramic and sculpture artists and gain a better understanding of the artists statement in creating a cohesive body of work.

The Advanced Sculpture and Ceramics course requirements are significantly more rigorous than the beginner course and students should demonstrate both commitment and proficiency while enrolled. Students must have successfully completed Art 1 and or Ceramics and be able to demonstrate the ability to create art through a 3-D portfolio consisting of 15 pieces. The course involves the student in informed critical thinking and decision-making as well as art production.

This course is designed for students who have successfully completed the introductory Ceramics and Sculpture Course. The student will have the opportunity to apply previously learned techniques and procedures to more in-depth Ceramics and Sculpture study. Students will deal with concept oriented assignments, experiment with more advanced techniques and processes, and do in-depth study into the work of past and contemporary noted ceramic and sculpture artists.

A considerable emphasis is also placed on using more advanced techniques and specialized tools like the potters wheel and clay bodies the students have not experienced through the first course. Students will use the study of historic and contemporary sculptors and ceramic artists as inspirations for their own work. They also will gain knowledge of the impact of sculpture and ceramic objects on culture, the course of history, and their own lives. This course is recommended for the more serious ceramics student who has the desire to utilize the art of sculpture and ceramic object making as a means for self-expression.

Prerequisite: Successful completion of Ceramics and Sculpture I and/or teacher recommendation

NJ Statutes & Administrative Mandates

[N.J.A.C. 6A:8-1.1](#): The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

[N.J.A.C. 6A:8-3.1](#): Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

[N.J.A.C. 6A:8-3.1\(a\)3](#): Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLS".

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: [N.J.S.A. 18A 35-4.43](#) Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: [N.J.S.A. 18A:35-28](#) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion Law: (N.J.S.A.18A:35-4.36a) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district’s implementation of the New Jersey Student Learning Standards.

Ceramics Utilitarian Wares					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials

<p>Unit I of 3 Time: 10 weeks</p> <p>Content Statement: Students will review and master their understanding of historical, functional and non-functional aesthetic reasons for ceramics, through the making of and study of clay objects. Advanced students will review common practices in clay building, revisiting the construction of Mugs, Cups, Plates, Platters, Trays, Bowls, Lanterns, Birdhouses, Spoon rests and other utilitarian objects. Advanced ceramics students will build various types of</p>	<p>Students will build upon chosen skills of interest learned in Ceramics and sculpture 1 and master some of the following major concepts</p> <p>Hand Building Pinching Slab construction Mold Construction Using a template Coil Construction Wheel throwing Relief sculpture In the round sculpture Functional wares Decorative works Surface texture Ceramics finishes Glaze application</p>	<p>*Students will show an advanced level of control while working with clay using a number of techniques to create a variety of pieces including works made from slab, mold, coil and wheel.</p> <p>*Students will Develop the ability to determine the appropriate stages of dryness for the successful construction of multi-unit forms</p> <p>*Develop the ability to construct ceramic pieces that reflect proper technical integrity</p> <p>*Demonstrate self-expression and creative thinking through original design in ceramics</p> <p>*Students will create their own original molds to create various works, including slump molds for bowls and cast molds for sculpture.</p>	<p>1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.</p> <p>1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p>1.5.12acc.Cn10a: Utilize inquiry methods of</p>	<p>1. Classroom participation and cooperation</p> <p>a.Focusing attention on instructor and classroom activities</p> <p>b.Respecting the efforts and work of others</p> <p>c.Completing assigned tasks promptly</p> <p>d.Responding to instructor's directions</p> <p>e.Working cooperatively with peers.</p> <p>f. Classroom participation and cooperation</p> <p>g Use of techniques demonstrated in finished works.</p> <p>h Evidence of influence from artists either in physical representation or concept.</p>	<p>Clay bodies Earthenware Glazes Gloss Glazes, Underglazes, underglaze- pencils, Wax resist, glaze applicators, bamboo brushes Texture tools, student generated as well as commercial and things from nature. Unfired finishes Paint and varnishes,</p>
---	---	--	--	--	--

			<p>observation, research and experimentation to explore other subjects through artmaking.</p> <p>1.5.12acc.Re7a:Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p>		
--	--	--	---	--	--

<p>spouts, lids, and handles, and develop the ability to create these forms efficiently. Advanced students will work towards making sets to create cohesive bodies of work in the areas that interest them most. For example; dinnerware, outdoor sculpture, small scale sculpture, relief sculpture or in the round sculpture.</p> <p>Essential Questions: What makes clay an art form? Who are some of the most recognized ceramic artists historically? Who are some of the most important contemporary ceramic artists and which issues do they focus on conceptually? Which clay bodied work best for sculpture versus functional wares?</p>	<p>Key learning items/concepts:</p> <p>Mask making subtractive method of sculpture Additive method of sculpture Relief sculpture In the round/ Free standing Totems</p> <p>The understanding of motivation and pathways of Ceramic artists and Sculptors who use their personal struggle and life experience to create.</p> <p>Awareness of artists who are female, non binary, LGTBQ, handicapped, or from places other than the United States.</p>	<p>Advanced Ceramics Students will experiment with the different tools used for carving. Carve into several different materials. and understand and use proper carving techniques. Students will know the proper way to care for the carving tools.</p> <p>Students will experiment with the different tools used for modeling. • Understand how to use the different materials available to them. • Create an original sculpture using the additive process. • Address the issue of form versus function.</p> <p>Students will learn various mold making techniques. Create a mold and cast a sculpture.</p> <p>Become proficient and self-sufficient in the use of the potter’s wheel</p> <p>Advanced Ceramic Students will become comfortable in writing their own artist statement, They will be able to articulate personal influences and motivation in making their bodies of work.</p>		<p>*.Respecting the efforts and work of others *.Completing assigned tasks promptly d*Responding to instructor’s directions *.Working cooperatively with others *Demonstrating respect for quality craftsmanship *Demonstrating the proper use of time, tools, materials and equipment *Participating in all aspects of classroom work *Attending class regularly</p> <p>*Demonstrating knowledge of and recognizing works of artists from the LGBTQ community among other groups.</p>	<p>Stone Carving, paper sculpture, Plaster casting, Wire Sculpture, Wood assemblage, Found object sculpture, Glass slumping</p>
---	--	--	--	---	---

<p>Interdisciplinary Connections</p>	<p>6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</p> <p>RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p>NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p>
<p>Computer Science</p>	<p>8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.</p> <p>8.2.12.NT.2: Redesign an existing product to improve form or function.</p> <p>8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.</p> <p>8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p> <p>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</p>

<p>Modifications</p>	<p>Students with Disabilities</p>	<p>Struggling/At-Risk Students</p>	<p>Gifted and Talented</p>	<p>Multilingual Learners</p>
	<ul style="list-style-type: none"> • Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during 	<ul style="list-style-type: none"> • Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes 	<ul style="list-style-type: none"> • Provide opportunities for project based learning • Provide opportunities for independent studies 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete

	<p>independent work time</p> <ul style="list-style-type: none"> ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Flexible Grouping ● Jigsaw activities 	<p>assignments</p> <ul style="list-style-type: none"> ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
--	---	--	--	--

Ceramic Sculpture: Unit 2

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLs	Benchmark Performance and Assessments	ARTISTS
<p>Essential Questions:</p> <p>Why should solid clay forms be hollowed out?</p> <p>In which situation should you build in parts and assemble post firing, as opposed to firing a sculpture that is whole in the raw state and then fired?</p> <p>Which method of construction is best for building larger scale works?</p> <p>20 weeks</p>	<p>Students will learn techniques in sculpture necessary for a successful outcome.</p> <p>Hallowing of forms, when to build in parts and when to build a whole and deconstruct.</p> <p>Students will become familiar with artists and their works, including non clay sculptors.</p>	<p>Students will experiment with a variety of techniques for unique ceramic sculptures.</p> <p>Students will experiment and come up with solutions to build large scale works based on clay techniques, methods and construction limitations.</p>	<p>1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</p> <p>1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.</p>	<p>1. Classroom participation and cooperation</p> <p>a. Focusing attention on instructor and classroom activities</p> <p>b. Respecting the efforts and work of others</p> <p>c. Completing assigned tasks promptly</p> <p>d. Responding to instructor's directions</p> <p>e. Working cooperatively with peers.</p> <p>f. Classroom participation and cooperation</p> <p>g. Use of techniques demonstrated in finished works.</p> <p>h. Evidence of influence from artists either in physical representation or concept.</p>	<p>Will include but not limited to;</p> <p>Kimiyo Mishima</p> <p>Judy Chicago</p> <p>Kathy King</p> <p>Christina Quarles</p> <p>Jes Fan</p> <p>Marcel Duchamp</p> <p>Robert Rauchenberg</p> <p>Joseph Cornell</p> <p>Louise Nevelson</p> <p>Edmonia Lewis</p>

			<p>1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.</p>		
--	--	--	---	--	--

<p>Interdisciplinary Connections</p>	<p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p>
---	---

<p>Computer Science</p>	<p>8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.2.12.NT.2: Redesign an existing product to improve form or function. 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback. 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8) 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through

	<p>for proficient work</p> <ul style="list-style-type: none"> ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<p>work during independent work</p> <ul style="list-style-type: none"> ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 		<p>brainstorming, semantic webbing, or use of visual aids</p> <ul style="list-style-type: none"> ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
--	---	---	--	--

Surface decorations (Unit 3)					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Time: All year Students will learn all the types of surface decoration used in finishing functional ceramics wares, decorative ceramic sculpture, plaster sculpture, wood sculpture, cardboard sculpture and other materials.</p>	<p>Students will understand choosing the best finishing surface for a variety of projects. Students will gain experience in using underglazes, gloss glazes, overlapping glazes to create effects, faux finishes using paint to create realistic metals or marble surfaces.</p>	<p>Students will experiment with a variety of surface finishes to achieve the look of their choice.</p> <p>Students will experiment and come up with solutions to using a combination of glazes to create an aesthetic of their liking.</p>	<p>1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.</p> <p>1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</p>	<p>1. Classroom participation and cooperation a.Focusing attention on instructor and classroom activities b.Respecting the efforts and work of others c.Completing assigned tasks promptly d.Responding to instructor’s directions e.Working cooperatively with peers. f. Classroom participation and cooperation g Use of techniques demonstrated in finished works. h Evidence of influence from artists either in physical representation or concept.</p>	<p>Clay bodies Earthen ware Glazes Gloss Glazes, Underglazes, underglaze-pencils, Wax resist, glaze applicators, bamboo brushes Texture tools, student generated as well as commercial and things from nature. Unfired finishes Paint and varnishes,</p>

			<p>1.5.12acc.Cn1 1a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.</p>		
--	--	--	---	--	--

<p>Interdisciplinary Connections</p>	<p>6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources). HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity. RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p>
<p>Computer Science</p>	<p>8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.</p>

	<p>8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</p> <p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech

	<p>peers (Think-Pair-Share, Turn-and-Talk, etc.)</p> <ul style="list-style-type: none"> • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable 	<ul style="list-style-type: none"> • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable 		<p>that is appropriate to students' language proficiency level</p> <ul style="list-style-type: none"> • Directions stated clearly and in written and oral forms
--	---	--	--	--

Personal Project

Students will create a self-determined portfolio of works with a common theme during this independent period.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
----------------	------------------------------	------------------------------------	-------	---------------------------------------	---------------------

<p>Time: 6-10 weeks</p> <p>Content Statement:</p> <ul style="list-style-type: none"> ● Inspiration ● Production ● Work-in-progress critiques ● Final Production ● Display of work ● Reflection <p>Essential Question: What subjects/ techniques/ materials resonate most with me as an artist at this time?</p>	<ul style="list-style-type: none"> ● Omit nothing when brainstorming ● You need an idea/an attraction to a subject to just get started ● Once started, be open to where the project takes you ● Working in Ceramics and Sculpture is a means of communication. Ask others what they are seeing in your work. ● Leave time for fine tuning and bringing it all together 	<p>Students will able to create a visually cohesive body of work ready for exhibition.</p> <p>Students will also be able to verbally communicate their original intentions in making the project & reflections on both the product and the process of making it.</p>	<p>1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student’s existing artwork.</p> <p>1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.</p> <p>1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues.</p> <p>1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to</p>	<p>Students will create functional wares and sculpture by specified shooting deadline and complete post processing requirements by final deadline (S).</p> <p>Works will also be evaluated for use of element and principles of design and the level of craftsmanship displayed (F).</p> <p>Students will also be assessed on their commitment to choosing the best materials/ forms to express their message (F).</p>	<p>Clay bodies Earth enware Glazes Gloss Glazes, Underglazes, underglaze- pencils, Wax resist, glaze applicators, bamboo brushes Textu re tools, student generated as well as commercial and things from nature. Unfired finishes Paint and varnishes,</p>
--	---	--	---	--	--

			<p>explore other subjects through artmaking.</p>		
--	--	--	--	--	--

<p>Interdisciplinary Connections</p>	<p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems</p>
---	---

<p>Computer Science</p>	<p>8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.</p> <p>8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.</p> <p>8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).</p> <p>8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</p> <p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p>

<p>Modifications</p>	<p>Students with Disabilities</p>	<p>Struggling/At-Risk Students</p>	<p>Gifted and Talented</p>	<p>Multilingual Learners</p>
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic

	<p>for proficient work</p> <ul style="list-style-type: none"> ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<p>work during independent work</p> <ul style="list-style-type: none"> ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 		<p>webbing, or use of visual aids</p> <ul style="list-style-type: none"> ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and in written and oral forms
--	---	---	--	--

Art Show and Displays

Students work to select, analyze, and present individual works of art for public display.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials/Artists
-----------------------	-------------------------------------	---	--------------	--	------------------------------------

<p>Time: 2-4 weeks</p> <p>Content Statement:</p> <ul style="list-style-type: none"> ● Art portfolio creation ● Analysis ● Critique ● Preservation ● Presentation ● Exhibition Planning <p>Essential Question: How do artists select work for preservation and presentation?</p>	<ul style="list-style-type: none"> ● Use class critiques, small groups and individual reflections to analyze and select work for display ● Use knowledge of museum display to organize art show ● Use methods of artistic preservation and presentation to archive and display work. 	<p>Students will be able to develop a portfolio for public presentation and display.</p>	<p>1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.</p> <p>1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p>1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place</p> <p>1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p>	<p>Students will submit a selection of works for display (S).</p> <p>Students will be assessed on their planning of personal artwork for display (F).</p> <p>Final work will be assessed on students' participation in the Art Show with professionally displayed work. (S).</p>	<p>Matt board Archival tape Archival Glue T-pins Display Boards Pedestals Display Cases</p> <p>Featured Museums: MoMA Whitney The MET Brooklyn Museum MoMA PS1 Storm King Grounds For Sculpture Montclair Art Museum</p>
--	---	--	---	--	---

<p>Interdisciplinary Connections</p>	<p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
---	---

<p>Computer Science</p>	<p>8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users. 8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs.</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p>

<p>Modifications</p>	<p>Students with Disabilities</p>	<p>Struggling/At-Risk Students</p>	<p>Gifted and Talented</p>	<p>Multilingual Learners</p>
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language

	<p>students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</p> <ul style="list-style-type: none"> ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Sentence frames/starters ● Provide immediate feedback when applicable 		<p>proficiency level</p> <ul style="list-style-type: none"> ● Directions stated clearly and distinctly and delivered in both written and oral forms
--	---	--	--	--