



CERAMICS I 9-12

Approved by KSD Board of Education: 2-3-2025

Course Description:

Students will learn the language of art and explore various techniques and media. Art skills will be developed through a variety of studio projects. Students will observe works of art from chosen time periods and movements.

Grade Level: 9th-12th Grade (Semester)

Unit Scope and Sequence

Unit 1: Pinch Construction

Unit 2: Coil Construction

Unit 3: Hard Slab Construction

Unit 4: Soft Slab Construction

Unit 5: Choice Projects (Combining Construction Methods)

Unit 6: Glazing

Unit 7: Studio Procedures and Equipment

Unit 8: Critique

Unit 9: Portfolio

Course Enduring Understandings:

- Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely).
- Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect.
- Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork.

Course Essential Questions:

- How are the elements and principles of design chosen in an informed manner?
- How does media choice aid in the success of an artwork?
- What methods of construction are best for a specific project?
- Why do artists create the work that they do or historically did?
- How should an artist present their artwork?

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Unit 1: Pinch Construction

Students will practice and learn how to manipulate clay with their fingers and hands. They will be introduced to making a foot, lip, texture, lids, and anatomical qualities. Handles will also be demonstrated for students wishing to go beyond minimal requirements.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Hand rolled coil - How to create a handle - How to create a foot - How to create a lid - How to create a lip	- Produce a Pinch Container - Produce a Lidded Container - Produce an Animal Effigy

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Unit 1: Pinch Construction

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| <ul style="list-style-type: none">• How to create texture• How to create complex form• Craftsmanship• Proper kiln use• Score, slip, press, knit | |
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Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).

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Unit 2: Coil Construction

Students will brainstorm coil pot concepts, pick one, have it approved, and complete a 10 inch contour drawing of the final one. Then they create a template to control the form of their coil pot. The coil pot will be around 10 inches tall, be based on their template design, and have a foot, lip, and texture at minimum. Handles and lids will also be demonstrated for students wishing to go beyond minimal requirements.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Hand rolled coil - How to create a handle - How to create a foot	- Produce 10 thumbnail sketches - Produce a 10 inch contour drawing - Produce a template

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Unit 2: Coil Construction

• How to create a lid • How to create a lip • How to create texture • How to create complex form • Craftsmanship • Proper kiln use • Score, slip, press, knit	• Produce a coil pot
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Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).

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Unit 3: Hard Slab Construction

Students will brainstorm sketching hard slab ideas, pick one, have it approved, and complete a cardstock model to scale. Then, they will create the clay hard slab sculpture.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- How to use a ruler - How to use a slab roller - Leather hard construction - Score, slip, press, knit - Craftsmanship - Proper kiln use	- Produce 10 thumbnail sketches - Produce a cardstock model - Produce a hard slab sculpture

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Unit 3: Hard Slab Construction

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).

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Unit 4: Soft Slab Construction

Students will create a soft slab form using drape, wrap, and/or press soft slab forms. Then, they will combine it with at least one other construction method (pinch, coil, hard slab). Students will enhance the project with texture and/or complex form.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- How to use the slab roller to create a base - How to use drape, wrap, and press soft slab techniques - Craftsmanship - Proper kiln use	Produce a Soft Slab Project

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Unit 4: Soft Slab Construction

- Score, slip, press, knit

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).

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Unit 5: Choice Projects (Combining Construction Methods)

Students create two to four projects from limited choices. Each must combine 2-3 construction methods (pinch, coil, hard slab, soft slab).

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Pinch construction - Coil construction - Hard slab construction - Soft slab construction - Score, slip, press, knit - How to create texture	- Produce a self portrait - Produce a teapot - Produce an interesting opening - Produce an architectural reproduction - Produce a historical reproduction

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Unit 5: Choice Projects (Combining Construction Methods)

- How to create complex form
- Quality craftsmanship
- Proper kiln use

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).

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Unit 6: Glazing

Students will learn to glaze bisqueware.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Students learn proper procedure in applying glaze - Brush washing. - How to maintain a dry foot.	Successfully glaze their bisque fired clay projects.

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Unit 6: Glazing

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).

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Unit 7: Studio Procedures and Equipment (ongoing)

Students learn the stages of clay (plastic, leather hard, bone dry, bisque, and glazeware) and when each stage is appropriate for what technique. Students learn how to properly clean their work area and the areas of the studio. Students learn how to use the slab roller and hair dryers, bag their projects, and use press and texture creating tools. Students learn how to recycle and wedge clay.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
The tools and studio equipment necessary to create a clay project.	- Store their clay properly. - Utilize materials properly. - Utilize studio equipment properly.

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Unit 7: Studio Procedures and Equipment (ongoing)

Missouri Learning Standards
Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).
Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).
Priority Standard: Create 2.B: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment (Va:Cr2B.I).
Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).
Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).
Priority Standard: Presenting/Producing 6.A: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings (VA:Pr6A.I).
Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).
Priority Standard: Responding 9.A: Establish relevant criteria in order to evaluate a work of art or collection of works (VA:Re9A.I).
Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).
Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).

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Unit 8: Critique

Students describe, analyze, interpret and judge their own and/or others artworks.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
How to discuss art works as a whole class, in small groups, or in one-on-one's	- Articulate concepts, use of media, and use of vocabulary terms. - Give constructive feedback.

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Unit 8: Critique

Missouri Learning Standards

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

Priority Standard: Presenting/Producing 6.A: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings (VA:Pr6A.I).

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

Priority Standard: Responding 7.B: Analyze how one's understanding of the world is affected by experiencing visual imagery (VA: Re7B.I).

Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).

Priority Standard: Responding 9.A: Establish relevant criteria in order to evaluate a work of art or collection of works (VA:Re9A.I).

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Unit 9: Portfolio

Students learn to document their artwork with descriptive and quality photographs. They create a portfolio of all artwork they produced during the semester and write a reflection on their progress and growth.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
How to document their artwork with descriptive and quality photographs, how to transfer and organize their photographs to and on their laptop, and how to create a slideshow portfolio of their work.	Create a portfolio and written reflection of their semester's work.

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Unit 9: Portfolio

Missouri Learning Standards
Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).
Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).
Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).
Priority Standard: Create 2.B: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment (Va:Cr2B.I).
Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).
Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).
Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).
Priority Standard: Responding 7.B: Analyze how one's understanding of the world is affected by experiencing visual imagery (VA: Re7B.I).
Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).
Priority Standard: Responding 9.A: Establish relevant criteria in order to evaluate a work of art or collection of works (VA:Re9A.I).
Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).
Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).