



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Visual and Performing Arts

COURSE Ceramics II

Curriculum Development Timeline

School: Ocean Township High School

Course: Ceramics II

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
July 2015	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revisions
March 2019	Ian Schwartz	Review
August 2020	Ian Schwartz	Alignment to Standards/Revisions
TBD 2022	Ian Schwartz	Alignment to Standards
August 2024	Erin Leahy	Updated to Include New State Mandates

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DEPARTMENT Visual and Performing Arts

COURSE Ceramics II

Ocean Township Pacing Guide			
Week	Unit 2	Week	Unit 4
1	Unit 1: Review of Ceramics I & Collaborative Sculpture	6	Unit 3: Advanced Hand Building: Form & Function
2	Unit 1: Review of Ceramics I & Collaborative Sculpture	7	Unit 4: Intro to Wheel Thrown Pottery
3	Unit 2: Advanced Hand Building: Figurative & Expressive Sculpture	8	Unit 5: Surface Treatment Exploration
4	Unit 2: Advanced Hand Building: Figurative & Expressive Sculpture	9	Unit 6: Nature Abstraction
5	Unit 3: Advanced Hand Building: Form & Function	10	Unit 6: Nature Abstraction

Core Instructional & Supplemental Materials including various levels of Texts
NCECA Ceramic Arts Network Ceramics Monthly TEDTalks Vimeo Youtube Artsy Google Arts & Culture Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

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Time Frame	Weeks 1-2
Topic	
Unit 1: Review of Ceramics I & Collaborative Sculpture	
Alignment to Standards	
1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan. 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences. 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork. 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.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What are the underlying building blocks of Art and Design? • How do we interpret and understand Art? • What terms and techniques are used in ceramics? • What determines "beauty"? What makes critique valid? • How can artists express themselves visually? • How has clay shaped human civilization? • Why is it important for us to understand where art has been in the past and where it could go in the future? • How does collaboration affect the art making process? • Does successful art need to be pre-planned? SWBAT demonstrate understanding of the following: • Students will understand specific practices and procedures that are essential to safely creating ceramic structures. • Students will know and understand the underlying building blocks (Elements and Principles) of Art and Design and how they play a role in the process of creating art. • Students will know and understand techniques and terms of basic Ceramic I	

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COURSE Ceramics II

hand-building methods.

- Students will understand that art is the essential core, which reflects, records, and shapes the history and development of culture.
- Students will respond to works of art through analysis and interpretation.
- Students will understand the value of spontaneity in art making.
- Students will understand the role of collaboration in art making.
- Students will understand the role of community as an essential aspect of studio culture.

Learning Activities:

- Students will be able to recognize the cultural impact of ceramics throughout history.
- Students will be able to recognize the role of the Surrealism movement in art history.
- Students will be able to identify how various ceramic structures were constructed.
- Students will work collaboratively by engaging the Surrealist drawing game Exquisite Corpse
- Students will apply knowledge of fundamental hand building techniques by working in groups to create a sculptural of one of their Exquisite Corpse drawings
- Students will reflect on their art making experience verbally and in writing.

Assessments

Benchmark:

- Assessment of terms and techniques of Ceramics I

Formative:

- Completion of teacher-led practice exercises to review hand building techniques
- In-process peer critiques
- Sketchbook assignments

Alternative:

- Exquisite Corpse Surrealist drawing game
- Observation of class and internet-based discussions
- Google Classroom reflection assignment using Google Slides

Summative:

- Final collaborative sculpture demonstrating skills and techniques learned in Ceramics I
- Final project critique

Interdisciplinary Connections

Written critique and reflection:

LA.9-10.W.RW.9-10.7 Write routinely over extended time frames (time for research,

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COURSE Ceramics II

reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

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.

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

Time Frame	Weeks 3-4
Topic	
Unit 2: Advanced Hand Building: Figurative & Expressive Sculpture	
Alignment to Standards	
1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise,	

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COURSE Ceramics II

and refine works of art and design in response to personal artistic vision.

1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

Learning Objectives and Activities

SWBAT answer the following questions:

- How can ceramics be used as a means of visual communication?
- How can humor and play be incorporated in art?
- What role do aesthetics play in communicating a message through art?

SWBAT demonstrate understanding of the following:

- Students will understand which ceramic construction methods are more conducive to obtaining specific structures.
- Students will understand that appropriate construction and surface techniques are essential to clear visual communication.
- Students will incorporate creativity and imagination in combination with specific skills and disciplines to create quality products.
- Students will understand that reflection & self-critique are an essential component to the creation of all art.

Learning Activities:

- Students will create quick thumbnail sketches of multiple ideas for visual puns/wordplay concepts before choosing one to finalize into a sculpture.
- Students will engage in the critical process of selecting a final idea based on creativity and structural feasibility.
- Students will engage in visual research by collecting photo references to inform their sculpting process.
- Students will glaze their work in order to aesthetically and structurally enhance their projects.
- Students will apply the Elements & Principles of Art when creating and assessing artwork.
- Students will self-critique while planning and executing their projects.
- Students will manage time and materials to complete projects.
- Students will reflect on feedback from critiques and experience to inform creative decision making

Assessments

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COURSE Ceramics II

Formative:

- In-process peer critiques
- Sketchbook assignments

Alternative:

- Observation of class and internet-based discussions
- Google Classroom reflection assignment using Google Slides

Summative:

- Completion of final sculpture
- Final project critique

Interdisciplinary Connections

Written critique and reflection:

LA.9-10.W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

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Career Education

CRP2. Apply appropriate academic and technical skills.

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CRP4. Communicate clearly and effectively and with reason.
CRP7. Employ valid and reliable research strategies.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	Weeks 5-6
Topic	
Unit 3: Advanced Hand Building: Form & Function	
Alignment to Standards	
1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 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. 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works. 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How can we consider both form/aesthetics and functionality when designing ceramic art? • Where in our everyday world do we see form and function in harmony? • How do thoughtfully designed objects impact our daily lives? SWBAT demonstrate understanding of the following: • Students will understand which ceramic construction methods are more conducive to obtaining specific structures. • Students will understand that different stages of clay are conducive to different types of structures. • Students will incorporate creativity and imagination in combination with specific skills and disciplines to create quality products. • Students will understand the significance of aesthetics in the design of functional wares	

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COURSE Ceramics II

throughout history and culture.

- Students will understand the role that design plays in our everyday lives.
- Students will understand that reflection & self-critique are an essential component to the creation of all art.

Learning Activities:

- Students will create preliminary sketches of multiple ideas for sculptural teapot designs before choosing one to finalize.
- Students will engage in the critical process of selecting a final idea based on creativity and structural feasibility.
- Students will learn about the essential structural parts of a functioning teapot, which will form the base of their designs.
- Students will glaze their work in order to aesthetically and structurally enhance their projects.
- Students will apply the Elements & Principles of Art when creating and assessing artwork.
- Students will self-critique while planning and executing their projects.
- Students will manage time and materials to complete projects.
- Students will reflect on feedback from critiques and experience to inform creative decision making

Assessments

Formative:

- In-process peer critiques
- Sketchbook assignments

Alternative:

- Observation of class and internet-based discussions
- Google Classroom reflection assignment using Google Slides

Summative:

- Completion of final sculpture
- Final project critique

Interdisciplinary Connections

Written critique and reflection:

LA.9-10.W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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COURSE Ceramics II

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

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.

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Time Frame	Week 7
Topic	
Unit 4: Intro to Wheel Thrown Pottery	
Alignment to Standards	
1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. 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. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.	

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DEPARTMENT Visual and Performing Arts

COURSE Ceramics II

Learning Objectives and Activities

SWBAT answer the following questions:

- How can we manipulate clay?
- How does the use of the potter's wheel affect the shape and form of pottery?
- What are the advantages and limitations of using a potter's wheel to make ceramics?
- What are the fundamental steps in throwing on the potter's wheel?
- How does this method differ from the other methods of building?

SWBAT demonstrate understanding of the following:

- There are many ways to create personal expression with clay.
- All wheel-made forms are based on a cylinder.
- Manipulating the clay on the wheel requires practice and patience.
- Trial and error are an essential part of the learning process.
- Students will use media, techniques, and processes to understand and express visual elements and principles
- Students will understand that art is the essential core, which reflects, records, and shapes the history and development of culture.
- Students will continuously examine, assess, and improve their work

Learning Activities:

- Students will learn fundamental wheel throwing techniques (centering, opening, raising/pulling) to create a basic cylinder form through teacher-guided practice exercises.
- Students will learn to trim and refine the bottom of their wheel-thrown structures.
- Students will complete technical sketches, notes on demonstrations, and written reflection assignments to enrich their hands-on learning.
- Students will learn how to assess and critique wheel-thrown works.
- Students will glaze their work in order to aesthetically and structurally enhance their projects.
- Students will self-critique while planning and executing their projects.
- Students will manage time and materials to complete projects.
- Students will reflect on feedback from critiques and experience to inform creative decision making

Assessments

Formative:

- Completion of practice cylinder exercises
- In-process peer critiques
- Sketchbook assignments

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COURSE Ceramics II

Alternative:

- Observation of class and internet-based discussions
- Google Classroom reflection assignment using Google Slides

Summative:

- Completion of final wheel-thrown piece
- Final project critique

Interdisciplinary Connections

Written critique and reflection:

LA.9-10.W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

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Time Frame	Week 8
Topic	
Unit 5: Surface Treatment Exploration	
Alignment to Standards	
1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. 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. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What are the effects of surface enhancement? How do different glazes and firing affect the outcome of the surface quality? What is it that I want to express as an artist? • What are the cultural and historical origins of different surface design techniques? • What Elements and Principles of Art are most important to me to express my artistic vision to the viewer? SWBAT demonstrate understanding of the following: • Students will understand the decorative and expressive possibilities of a range of surface techniques. • Students will make connections between historical processes and contemporary ceramic practice • Students will incorporate creativity and imagination in combination with specific skills and disciplines to create quality products. • Students will understand that reflection & self-critique are an essential component to the creation of all art. • Students will understand that the Elements and Principles of Art are an integral part of the creative process. • Students will understand the firing process for finishing ceramics. Learning Activities:	

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- Students use the various decorating techniques to enhance works in the leatherware and greenware stages. (i.e. sgraffito, impression, applique, slip trailing, piercing)
- Students will differentiate between the various types of glazes and underglazes and stains.
- Students will apply underglazes and glazes using proper application techniques to their artwork.
- Students will apply the Elements & Principles of Art when creating and assessing artwork.
- Students will self-critique while planning and executing their projects.
- Students will manage time and materials to complete projects.
- Students will reflect on feedback from critiques and experience to inform creative decision making

Assessments

Formative:

- In-process peer critiques
- Sketchbook assignments
- Technique practice exercises

Alternative:

- Observation of class and internet-based discussions
- Google Classroom reflection assignment using Google Slides

Summative:

- Completion of final sculpture
- Final project critique

Interdisciplinary Connections

Written critique and reflection:

LA.9-10.W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

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COURSE Ceramics II

Technology Integration

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9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP12. Work productively in teams while using cultural global competence.

Time Frame	Weeks 9-10
Topic	
Unit 6: Nature Abstraction	
Alignment to Standards	
1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. 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. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. 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. 1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including climate change.	
Learning Objectives and Activities	

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COURSE Ceramics II

SWBAT answer the following questions:

- How can art reflect our personal values?
- How can art reflect and impact important issues in our world, including climate change?
- How does the intended meaning of an artwork influence the style & techniques used to create it?
- What is abstraction?

SWBAT demonstrate understanding of the following:

- Students will understand that art can be a powerful tool for understanding important global issues.
- Students will explore how abstraction can be used to engage the viewer and meaningfully communicate an idea.
- Students will understand the importance of research when creating art about global issues.
- Students will incorporate creativity and imagination in combination with specific skills and disciplines to create quality products.
- Students will understand that reflection & self-critique are an essential component to the creation of all art.
- Students will understand that the Elements and Principles of Art are an integral part of the creative process.
- Students will understand the firing process for finishing ceramics.

Learning Activities:

- Students will engage in group and independent brainstorm activities to identify their preexisting knowledge of climate change.
- Guided discussion of artist exemplars who incorporate themes of nature and climate change advocacy in their work.
- Students will choose a specific aspect of the natural world that is impacted by climate change to research and represent in an abstract sculpture.
- Students will create quick thumbnail sketches of multiple concepts before choosing one to finalize into a sculpture.
- Students will engage in visual research by collecting photo references to inform their sculpting process.
- Students will glaze their work in order to aesthetically and structurally enhance their projects.
- Students will apply the Elements & Principles of Art when creating and assessing artwork.
- Students will understand which ceramic construction methods are more conducive to obtaining specific structures.

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- Students will self-critique while planning and executing their projects.
- Students will manage time and materials to complete projects.
- Students will reflect on feedback from critiques and experience to inform creative decision making

Assessments

Formative:

- On-going teacher evaluation and feedback during construction.
- Self-critique and group critiques.
- Group and independent brainstorm activities.

Planning and visual research in sketchbooks.

Alternative:

- Observation of class and online discussions
- Google Classroom reflection assignment using Google Slides

Summative:

- Students will submit structures for teacher evaluation per project.
- Final artist statement

Benchmark:

- Final critique and portfolio assessment

Interdisciplinary Connections

Written critique and reflection:

LA.9-10.W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

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COURSE Ceramics II

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9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP12. Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

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COURSE Ceramics II

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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