



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 Intermediate Ceramics

Curriculum Development Timeline

School: Ocean Township High School

Course: Intermediate Ceramics

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
July 2016	Jayne VanNosdall	Born Date
March 2019	Ian Schwartz	*Name Change/Review
August 2019	Ian Schwartz	Revisions
August 2021	Ian Schwartz	Alignment to Standards
August 2024	Erin Leahy	Updated to Include New State Mandates

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COURSE Intermediate Ceramics

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Course Introduction: Expression in Ceramics	11	Intro Independent Portfolio: Breadth & Concentration
2	Advanced Wheel Throwing: Dinner Set	12	The Johari Window: Psychology as a Tool for Personal Meaning-Making in Art
3	Advanced Wheel Throwing: Assembling & Manipulating Forms	13	Independent Portfolio Concentration: Visual Research & Development
4	Illuminate: Using Negative Space & Exploring Light as a Material	14	Independent Portfolio Concentration: Visual Research & Development
5	Illuminate: Using Negative Space & Exploring Light as a Material	15	Independent Portfolio Development: Concentration
Week	Marking Period 2	Week	Marking Period 4
6	Mixed Media: Thinking Conceptually Using Non-Ceramic Materials	16	Independent Portfolio Development: Concentration
7	Mixed Media: Thinking Conceptually Using Non-Ceramic Materials	17	Independent Portfolio Development: Concentration

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8	Advanced Surface Treatment Techniques	18	Independent Portfolio Development: Concentration
9	Raku	19	Professional Practice & Building a Portfolio
10	Raku	20	Professional Practice & Building a Portfolio

Core Instructional & Supplemental Materials including various levels of Texts

Google Arts & Culture: <https://artsandculture.google.com/>
 Newsela: Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)
 NCECA (National Council on Education for the Ceramic Arts) - <https://nceca.net/>
 The Art of Ed - <https://theartofeducation.edu/>
 Ceramic Arts Network - <https://ceramicartsnetwork.org/>

Time Frame	Week 1
Topic	
Course Introduction: Expression in Ceramics	
Alignment to Standards	
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. 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.	
Learning Objectives and Activities	
SWBAT answer the following questions: - In what ways does the ceramic process constrain and enable? - How can artists use the tactile nature of material as a means of expression?	

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- How can artists use symbolism and imagery as a means of expression?
- What compels artists to express themselves visually?

SWBAT demonstrate understanding of the following:

- Students will engage in deeper investigations of the expressive potential of clay and other ceramic materials, as well as the challenges and limitations of the medium.
- Students will use media, techniques, and processes to understand and express visual elements and principles
- Students will use subject matter, symbols, and to make connections between art and other disciplines.
- 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 continuously examine, assess, and improve work.

Learning Activities:

- Review of safety procedures in the ceramics studio
- Review of hand-building building techniques (pinch pot, coil, slab)
- Review of basic wheel throwing techniques
- Review of using a sketchbook for idea generation & visual research
- Workshop on sculpting human facial features and gestures
- Anthropomorphic sculpture assignment
- Discussion: Contemporary issues that face today's potters and artists

Assessments

Formative:

- Technique review (performance-based assessment)
- Idea generation & visual research in sketchbook

Summative:

- Final project critique
- Final project written self-assessment

Alternative:

- Examples/maquettes
- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar works

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Benchmark:

- Anthropomorphic sculpture project
- Final Project critique & written self-assessment

Interdisciplinary Connections

Critique:

- **NJSLSA.SL.PE.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **NJSLSA.SL.II.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **SL.PI.11-12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Written Self Assessment:

- **W.IW.11-12.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

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

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology Integration

Online visual research:

- 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

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media, data, or other resources.

Reflections, Critiques & In-Process Peer Feedback:

- 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

CRP6. Demonstrate creativity and innovation.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

Time Frame	Week 2
Topic	
Advanced Wheel Throwing: Dinner Set	
Alignment to Standards	
1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work. 1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues. 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.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences. 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking. 1.5.12acc.Cn11a: 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. 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.	
Learning Objectives and Activities	

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SWBAT answer the following questions:

- How are ceramics used in our everyday lives?
- How does the process of designing functional wares differ from the process of creating sculptural works?
- In what ways does wheel throwing constrain and enable?
- How does production pottery differ from other methods of art making?
- What impact does the ceramic process have on the environment?
- How do artists negotiate production with sustainability in their art making practice?

SWBAT demonstrate understanding of the following:

- Students will explore the role of production pottery and commercial ceramic work in history and contemporary culture.
- Students will apply media, techniques, and processes to design works for a particular purpose or function.
- Students will use subject matter, symbols, and to make connections between art and other disciplines.
- Students will respond to works of art through analysis and interpretation.
- Students will engage in reflective practice by continuously examining, assessing, and improving upon work.

Learning Activities:

- Review of fundamental wheel throwing techniques (centering, opening, raising)
- Methods of measurement when creating a consistent series of wheel thrown works
- Review of using a sketchbook for idea generation & visual research
- 6-piece dinner set assignment - 2 cups, 2 plates, 2 bowls
- Select and apply ceramics media, techniques, technology and processes.
- Initiate and solve challenging problems in construction and form development.
- Apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content)

Assessments

Formative:

- Technique review (performance-based assessment)
- Idea generation & visual research in sketchbook
- In-process peer critiques

Summative:

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- Final project critique
- Final project written self-assessment

Alternative:

- Examples/maquettes
- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar works

Interdisciplinary Connections

Critique:

- **NJSLSA.SL.PE.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **NJSLSA.SL.II.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **SL.PI.11-12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Written Self Assessment:

- **W.IW.11-12.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

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

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology Integration

Online visual research:

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- 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.

Reflections, Critiques & In-Process Peer Feedback:

- 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

CRP6. Demonstrate creativity and innovation.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

Time Frame	Week 3
Topic	
Advanced Wheel Throwing: Assembling & Manipulating Forms	
Alignment to Standards	
1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork. 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. 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.	
Learning Objectives and Activities	
SWBAT answer the following questions:	

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- How does the process of designing functional wares differ from the process of creating sculptural works?
- How can we explore the conceptual possibilities of functional wares?
- In what ways does wheel throwing constrain and enable?
- How does production pottery differ from other methods of art making?
- How can we think about wheel thrown forms as building blocks for more complex works?

SWBAT demonstrate an understanding of the following:

- Students will apply media, techniques, and processes to design works for a particular purpose or function.
- Students will use subject matter, symbols, and to make connections between art and other disciplines.
- Students will respond to works of art through analysis and interpretation.
- Students will engage in reflective practice by continuously examining, assessing, and improving upon work.
- Students will explore the role of production pottery and commercial ceramic work in history and contemporary culture.
- Students will consider and design objects that are functional to their needs & lives.

Learning Activities:

- Advanced wheel throwing techniques (collaring & choking, making fitted lids and spouts)
- Review of using a sketchbook for idea generation & visual research
- Assembled wheel-thrown project: Students will design & create a functional work that is made with a joined combination of at least 3 wheel-thrown forms.
- Select and apply ceramics media, techniques, technology and processes.
- Initiate and solve challenging problems in construction and form development.
- Apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content)

Assessments

Formative:

- Technique review (performance-based assessment)
- Idea generation & visual research in sketchbook
- In-process peer critiques

Summative:

- Final project critique & presentation

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- Final project written self-assessment

Alternative:

- Examples/maquettes
- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar works

Interdisciplinary Connections

Critique:

- **NJSLSA.SL.PE.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **NJSLSA.SL.II.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **SL.PI.11-12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Written Self Assessment:

- **W.IW.11-12.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

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

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology Integration

Online visual research:

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- 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.

Reflections, Critiques & In-Process Peer Feedback:

- 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

CRP6. Demonstrate creativity and innovation.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

Time Frame	Weeks 4-5
Topic	
Illuminate: Using Negative Space & Exploring Light as a Material	
Alignment to Standards	
1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork. 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. 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. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and	

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social, cultural and political history.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

1.5.12acc.Cn11a: 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.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are negative and positive space?
- What are the physical and conceptual possibilities of negative space?
- How can light be used as a material when designing a physical 3-D art form?
- How do we see light/lantern forms used in visual culture around the world?

SWBAT demonstrate understanding of the following:

- Students will apply media, techniques, and processes to express visual elements & principles using positive and negative space.
- Students will use subject matter, symbols, and to make connections between art and other disciplines.
- Students will respond to works of art through analysis and interpretation.
- Students will engage in reflective practice by continuously examining, assessing, and improving upon work.
- Students will engage in the conceptual and personally symbolic potential of using light & negative space in artworks.

Learning Activities:

- Idea generation & visual research using sketchbook and internet resources
- Students will research & analyze exemplary artworks from a variety of cultures that utilize light/negative space in symbolic and decorative ways.
- Technique workshop: slab construction and mold making
- Lantern project: Students will design & create a personally symbolic form that uses negative space and a light source (LED lights, string lights).
- Select and apply ceramics media, techniques, technology and processes.
- Initiate and solve challenging problems in construction and form development.
- Apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content)

Assessments

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Formative:

- Technique review (performance-based assessment)
- Idea generation & visual research in sketchbook
- In-process peer critiques

Summative:

- Final project critique & presentation
- Final project written self-assessment

Alternative:

- Examples/maquettes
- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar works

Interdisciplinary Connections

Idea generation & visual research - Students will research & analyze exemplary artworks from
a variety of cultures that utilize light/negative space in symbolic and decorative ways.

- Social Studies 6.1.12.HistoryCA.14.c Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary America culture.

Critique:

- **SL.PE.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **NJSLSA.SL.PE.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **NJSLSA.SL.II.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **SL.PI.11-12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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Written Self Assessment:

- **W.IW.11-12.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

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

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology Integration

Online visual research:

- 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.

Reflections, Critiques & In-Process Peer Feedback:

- 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

CRP6. Demonstrate creativity and innovation.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

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Time Frame	Weeks 6-7
Topic	
Mixed Media: Thinking Conceptually Using Non-Ceramic Materials	
Alignment to Standards	
1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork. 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. 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. 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history. 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works. 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.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How can ceramic artists incorporate non-ceramic sculptural materials in their artworks? • How can extending beyond the ceramic medium influence and challenge the creative process? • What can be considered "art-making" materials? • How can using found/recycled materials impact the effects of climate change? • What is non-objective art, and how can we evaluate it? SWBAT demonstrate understanding of the following: • Students will explore the conceptual potential of using mixed media and alternative materials in ceramic artworks. • Students will use mixed media, techniques, and processes to understand and express visual elements and principles • Students will use subject matter, symbols, and to make connections between	

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art and other disciplines.

- 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 continuously examine, assess, and improve work.
- Select and apply ceramics media, techniques, technology and processes.
- Initiate and solve challenging problems in construction and form development.
- Apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content)

Learning Activities:

- Idea generation & visual research using sketchbook and internet resources
- Dada & Surrealism
 - Dada and Surrealist art games: Automatic drawing, collage & assemblage, wordplay
- Mixed media sculpture assignment: Students will design & create a form that uses no more than 75% clay/traditional ceramic materials, and at least 25% found objects or other non-ceramic material.

Assessments

Formative:

- Idea generation & visual research in sketchbook
- In-process peer critiques

Summative:

- Final project critique & presentation
- Final project written self-assessment

Alternative:

- Dada & Surrealist art games
- Examples/maquettes
- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar works

Interdisciplinary Connections

Critique:

NJSLSA.SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on

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grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **NJSLSA.SL.II.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- **SL.PI.11-12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Written Self Assessment:

- **W.IW.11-12.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

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

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology Integration

Online visual research:

- 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.

Reflections, Critiques & In-Process Peer Feedback:

- 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.

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Career Education

CRP6. Demonstrate creativity and innovation.
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively and with reason.

Time Frame

Week 8

Topic

Advanced Surface Treatment Techniques

Alignment to Standards

1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork.
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.
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.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is the role of surface treatment in creating ceramic forms?
- In what ways can we manipulate the surface of a ceramic form?
- How do different clay bodies alter the result of different surface treatments?

SWBAT demonstrate understanding of the following:

- Artists can use a variety of materials and processes to manipulate the surface of a ceramic form, including slip trailing and wax resists.
- The appearance and physical properties of glazes can vary according to the choice of clay body.
- Students will apply media, techniques, and processes to explore a variety of surface treatment techniques.
- Students will respond to works of art through analysis and interpretation.

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- Students will engage in reflective practice by continuously examining, assessing, and improving upon work.

Learning Activities:

- Review of fundamental surface techniques (glazing, colored slip/underglaze, sgraffito, inlay)
- Workshop: Students will create a series of sample tiles utilizing slip trailing, engobes, wax resist, and marbling techniques on white and brown clays
- Select and apply ceramics media, techniques, technology and processes.
- Initiate and solve challenging problems in construction and form development.
- Apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content)

Assessments

Formative:

- Technique review (performance-based assessment)
- In-process peer critiques

Summative:

- Final project critique
- Final project written self-assessment

Alternative:

- Examples/maquettes
- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar works

Interdisciplinary Connections

Critique:

- **NJSLSA.SL.PE.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **NJSLSA.SL.II.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **SL.PI.11-12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are

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appropriate to task, purpose, and audience.

Written Self Assessment:

- **W.IW.11-12.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology Integration

Online visual research:

- 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.

Reflections, Critiques & In-Process Peer Feedback:

- 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

CRP6. Demonstrate creativity and innovation.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

Time Frame

Weeks 9-10

Topic

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Raku

Alignment to Standards

1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork.
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.
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.
1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Cn11a: 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.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does the process of raku differ from other ceramic process you have engaged in?
- What distinguishes the physical properties of raku clay and glaze?
- What is the historical context & significance of raku pottery?
- How do the process, history, and distinctive visual qualities of raku pottery influence the viewer's interpretation of this type of artwork?

SWBAT demonstrate understanding of the following:

- Students will explore the role of raku pottery in the history of art and culture.
- Students will engage in the process of preparing and firing raku wares.
- Students will use subject matter, symbols, and to make connections between art and other disciplines.
- Students will respond to works of art through analysis and interpretation.
- Students will engage in reflective practice by continuously examining, assessing, and improving upon work.

Learning Activities:

- Presentation of raku preparation and firing process
- Students will create test tiles and record & analyze results in sketchbooks
- Students will generate ideas & conduct visual research

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- Students will create 3-4 pieces, wheel thrown or hand built, designed to showcase the distinct physical properties of the raku process.
- Students will participate in all aspects of a raku firing - loading/unloading kiln, preparing reduction fire and water bath, and cleaning finished wares.
- Apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content)

Assessments

Formative:

- Glaze test tiles and analysis of results
- Idea generation & visual research in sketchbook
- In-process peer critiques

Summative:

- Final project critique
- Final project written self-assessment

Alternative:

- Participation in firing process
- Examples/maquettes
- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar works

Interdisciplinary Connections

Critique:

NJSLSA.SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **NJSLSA.SL.II.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- **SL.PI.11-12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Written Self Assessment:

- **W.IW.11-12.2.** Write informative/explanatory texts (including the narration of

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historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

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

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology Integration

Online visual research:

- 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.

Reflections, Critiques & In-Process Peer Feedback:

- 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

CRP6. Demonstrate creativity and innovation.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

Time Frame

Week 11

Topic

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Intro Independent Portfolio: Breadth & Concentration

Alignment to Standards

1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork.
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.
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.
1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is a portfolio, and why is it important in an artist's practice?
- What is a concentration?
- What does it mean to show breadth in a portfolio?
- How can artists identify their personal aesthetic/point of view?

SWBAT demonstrate understanding of the following:

- A portfolio can tell a narrative of an artist's skills and point of view.
- A portfolio can function as a tool for both personal reflection and professional promotion.
- A concentration is a cohesive body of work based on a central theme or idea.
- Breadth in a portfolio showcases a range of skills and approaches.

Learning Activities:

- Students will organize photos of all strongest past works into a Google Drive folder and submit through Google Classroom, followed by class critique on portfolios
- Discussions & analysis of example AP Portfolios
- Students will create mind maps in sketchbook

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- Students will create inspiration board (Pinterest) of artist exemplars
- Apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content)

Assessments

Formative:

- Completion of mind maps and inspiration boards

Summative:

- Portfolio presentations and critiques

Alternative:

- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar portfolios

Interdisciplinary Connections

Portfolio Presentation & Critique:

NJSLSA.SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **NJSLSA.SL.II.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- **SL.PI.11-12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

- **SL.UM.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

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Technology Integration

Online visual research:

- 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.

Reflections, Critiques & In-Process Peer Feedback:

- 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

CRP6. Demonstrate creativity and innovation.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

Time Frame	Week 12
Topic	
The Johari Window: Psychology as a Tool for Personal Meaning-Making in Art	
Alignment to Standards	
1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork. 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. 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. 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas,	

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feelings, and behaviors of specific audiences.

1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the tools you use as an artist, why do you use them, and how do you decide which tools to use?
- How can we use psychology as a tool in our art making practice?

SWBAT demonstrate understanding of the following:

- Just as artists use tools to extend beyond the limits of their hands, psychology can be used as a tool to reach into deeper concepts as inspiration for art making.
- Greater self-understanding can help artists create more personally meaningful artworks.

Learning Activities:

- Introduction to the Johari Window framework
 - Discussion: What does a window symbolize?
 - Sketchbook questionnaire & reflective writing activity
 - Visualization activity: Select one part of the window to represent in clay, either abstractly or figuratively.
 - Discussion: How can the Johari Window help you identify what is meaningful to you and inform your development of a concentration idea?
- Select and apply ceramics media, techniques, technology and processes.
- Initiate and solve challenging problems in construction and form development.

Assessments

Formative:

- Discussion responses
- Sketchbook exercise

Summative:

- Johari Window visualization activity & closure discussion

Alternative:

- In-process critiques & teacher/peer conferences

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Interdisciplinary Connections

Johari Window discussion and activity:

National Standards for High School Psychology

- Standard Area: Consciousness - Standard 1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)
- Standard Area: Social Interactions - Standard 1.2: Describe the relationship between attitudes (implicit and explicit) and behavior, Standard 2.2: Describe effects of others' presence on individuals' behavior

Discussions:

- **NJSLSA.SL.PE.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **NJSLSA.SL.II.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology Integration

Reflections, Critiques & In-Process Peer Feedback:

- 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

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Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

Time Frame	Weeks 13-14
Topic	
Independent Portfolio Concentration: Visual Research & Development	
Alignment to Standards	
1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork. 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. 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. 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation. 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How can you design a concentration statement that sets up a framework for a sustained and focused investigation? • How can you develop a concentration that enables a multitude of creative possibilities? • How can art making be used as a tool for investigating other subjects? • How can an artist's curiosities about oneself and the world be used as inspiration for artmaking?	

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SWBAT demonstrate understanding of the following:

- Artists set constraints for themselves to challenge their usual ways of thinking and creating.
- Setting constraints can enable unexpected methods of creative problem solving.
- 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.

Learning Activities:

- Students will select and develop an area of concentration within ceramics to be used as a means of self expression and investigation.
- Students will design and present a proposal for their concentrations, including: an analysis of specific artist exemplars related to their idea, a production schedule, and any questions for their peers (inviting feedback to help them begin investigating their concentration).
- Students will initiate and solve challenging problems in construction and form development.
- Students will select and apply ceramics media, techniques, technology and processes appropriate to their concentration.
- Students will apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content).

Assessments

Formative:

- Sketchbook brainstorming and visual research

Summative:

- Concentration proposal presentations

Alternative:

- Written and verbal peer feedback on concentration proposal presentations
- Analysis of artist exemplar works

Interdisciplinary Connections

Concentration Proposal:

- W.WR.11-12.5. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or

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broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Written & verbal peer feedback on Concentration Proposal Presentations:

- **NJSLSA.SL.PE.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **NJSLSA.SL.II.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **SL.PI.11-12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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.
9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology Integration

Online visual research:

- 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.

Reflections, Critiques & In-Process Peer Feedback:

- 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.

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CRP6. Demonstrate creativity and innovation.
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively and with reason.

Time Frame	Weeks 15-18
Topic	
Independent Portfolio Development: Concentration	
Alignment to Standards	
1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork. 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. 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. 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences. 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.	
Learning Objectives and Activities	
SWBAT answer the following questions: - How can ceramics stretch the limits of creativity and self-exploration? - How do artists make discoveries through establishing creative constraints? SWBAT demonstrate understanding of the following: - Setting constraints can enable unexpected methods of creative problem solving. - Students will use media, techniques, and processes to understand and express visual elements and principles - Students will use subject matter, symbols, and to make connections between art and other disciplines. - Students will understand that art is the essential core, which reflects, records,	

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and shapes the history and development of culture.

- Students will respond to works of art through analysis and interpretation.
- Students will continuously examine, assess, and improve work.

Learning Activities:

- Students will initiate and solve challenging problems in construction and form development within self-directed projects, including the following:
 - Sculpture: figurative, abstract/non-objective sculpture
 - Production pottery on the wheel: bowls, lids, teapots, large forms, altered and composite forms
 - Mixed media
 - Extruder and mold forming and usage
- Students will select and apply ceramics media, techniques, technology and processes appropriate to their concentration.
- Students will reflect critically on various interpretations of a specific theme in ceramics.
- Students will keep a portfolio of ideas, inspirational pictures and sketches for future works.
- Students will apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content).

Assessments

Formative:

- Idea generation & visual research in sketchbook
- In-process peer critiques

Summative:

- Final project critiques
- Final project written self-assessments

Alternative:

- Examples/maquettes
- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar works

Interdisciplinary Connections

Critiques:

Concentration Proposal:

- **W.WR.11-12.5.** Conduct short as well as more sustained research projects to

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COURSE Intermediate Ceramics

answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Written & verbal peer feedback on Concentration Proposal Presentations:

- **NJSLSA.SL.PE.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **NJSLSA.SL.II.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **SL.PI.11-12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology Integration

Online visual research:

- 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.

Reflections, Critiques & In-Process Peer Feedback:

- 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.

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Career Education

CRP6. Demonstrate creativity and innovation.
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively and with reason.

Time Frame	Weeks 19-20
Topic	
Professional Practice & Building a Portfolio	
Alignment to Standards	
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.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences. 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How can an online portfolio be an expressive tool to share our artistic practice? • How can ceramics be used to further my artistic, educational and career goals? SWBAT demonstrate understanding of the following: • How can an online portfolio be an expressive tool to share our artistic practice? • How can ceramics be used to further my artistic, educational and career goals? Learning Activities: • Students will curate and photograph selected artworks • Students will create a professional portfolio website & present to the class	

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- Students will write a formal artist statement, which will be included on portfolio websites
- Students will share written and verbal feedback on their peers' portfolios

Assessments

Formative:

- Presentation skills review
- In-progress check in and assessments

Summative:

- Final portfolio presentation

Alternative:

- Written and verbal critique on final portfolio presentations

Interdisciplinary Connections

Artist Statement Writing:

- NJSLSA.W.RW.11-12.7. 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.

Portfolio Presentation:

- SL.PI.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology Integration

Critiques & In-Process Peer Feedback:

- Additional resources and extension activities will be posted on Google

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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.

Final Portfolio Website:

- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

CRP6. Demonstrate creativity and innovation.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

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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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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