

## Rumson-Fair Haven Regional High School

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### Section I: Course Description

Advanced Ceramics is a studio course that builds upon the foundations acquired in Ceramics I. Student artists recommended into this class demonstrate exceptional dedication, skill, concept, and practice in the ceramic arts. Student artists will develop, design, and complete several challenging show-ready pieces utilizing advanced ceramic techniques over the course of the year. Advanced Ceramics seeks to provide an individual, creative, and rigorous studio experience for student artists in the context of exploring and utilizing the history and current practice in traditional, innovative, and alternative ceramic arts.

### Section II: NJSL: New Jersey Student Learning Standards/Learning Objectives

#### 1. *Visual and Performing Arts Standards*

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-VPA.pdf>

- Study of the Visual Arts are designed to promote lifelong artistic literacy and fluency, To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

#### 2. *Career Ready Practices:*

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

- “Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.”

#### 3. *Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSL:*

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CSDT.pdf>

- “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”

#### 4. *Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSL:*

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

- “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.”

#### 5. *LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:*

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

- A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”

#### 6. *Climate Change:*

<https://www.nj.gov/education/cccs/2020/>

- “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs”

#### 7. *Acquisition/development/refinement of the higher-order critical thinking skills aligned with the Revised Bloom’s Taxonomy of Cognitive Objectives*

### Section III: Curriculum Modifications

The *Advanced Ceramics Curriculum* is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district's English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to:

- Small group instruction
- One on one instruction
- Independent work stations
- Use of graphic organizers
- Interest inventories and questionnaires
- Audio resources to complement written texts and concepts
- Visual resources to complement written texts and concepts
- Extra time on assessments and large scale projects
- Reduced length of written assignments
- Large projects broken into smaller tasks and timelines
- Tiered Instruction
- Individual help during practice
- Diagrams and color coding for visual learners
- Verbal and written directions for visual and auditory learners
- Provided class notes
- Preferential seating
- Spelling not penalized
- Varied supplemental activities
- Assessments delivered orally

#### **Section IV: Preparation for Standardized Testing**

Instruction in *Advanced Ceramics* is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*. The *End of Marking Period Assessments* for *Advanced Ceramics* also demonstrate alignment with the aforesaid standardized assessments.

#### **Section V: Curriculum Pacing Guide**

**Each unit will take approximately 6-8 weeks with the exception of Unit V which will take 4 weeks**

Curriculum Pacing Guide	
Course Title: <b>Advanced Ceramics</b>	Grade Level: <b>10-12</b>
Unit I: <i>Sculpture</i>	
Unit II: <i>Alternative Firing</i>	
Unit III: <i>Porcelain, Sgraffito, and Tar Paper</i>	
Unit IV: <i>Functional Ware</i>	
Unit V: <b>Finishing, exhibiting, and selling work</b>	

**Section VI: Grading Formula and Assessment Modes**

Marking period grades in *Advanced Ceramics* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

**Section VII: Unit Templates**

The following *Unit Templates* have been established for the *Advanced Ceramics Curriculum* by the *Advanced Ceramics Instructional Team*:

Unit 1: Sculpture			
<b>Unit Summary:</b> This unit focuses on non-functional sculpture. It is meant to reinforce previous student building skills while getting the students to make more personal decisions on project making.			
In this unit the students will reinforce the basic hand building techniques learned in Ceramics I through freestanding sculpture. The techniques of pinch, coil, and slab will be needed as a basis for the rest of the year. Unit I will also stress the creative process. The students will understand their own personal process from beginning to end.			
Standards/Core Ideas/Performance Expectations			
Creating	1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problem based on students existing artwork	
	1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary art practices to plan works of art and design	
	1.5.12acc.Cr2b	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form	
Responding	1.5.12acc.Re7b	Evaluate the effectiveness of visual art works to influence feelings and behaviors of specific audiences	
	1.5.12adv.Re7a	Analyze how responses to art development over time based on knowledge of experience with art and life	

Connecting	1.5.12acc.Cn10a  1.5.12acc.Cn11a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking  Compare uses of art in variety of societal, cultural and historical contexts and make connections	
Presenting	1.5.12acc.Pr5a  1.5.12acc.Pr6a	Evaluate readiness of the completed artwork for display in a specific place, juried show, or in conjunction with other student works  Make, explain and justify connections between artists and artwork and social, cultural and political history	

#### Unit Essential Questions

#### Unit Enduring Understandings

- How can previous skills be combined to build free standing sculptures
- What is your creative process when planning your original sculpture, as opposed to being told what to make in Ceramics Level One?

- Students will understand the importance of their previous building knowledge and how it can be used to manipulate the clay into other types of structures and not just what was taught in Ceramics Level One.
- Students will understand the difficulty of creating without being told what to make and how important it is to understand their own creative process.

#### Evidence of Learning

##### Formative Assessment:

- classwork: In class construction, time management, and procedures and responsibilities
- homework: Project preparation and research

##### Summative Assessment:

- critique (instructor > student and whole class)
- reflection (rubric) on completed tasks and projects
- finished projects

##### Resources Needed:

- Clay
- Glazes
- Tools

#### Unit 2: Alternative Firing

**Unit Summary:** This unit focuses on different firing techniques; Raku, Naked Raku, Obvara Firing, and Saggar Firing

In this unit the students will learn about different firing techniques and how they change the surface design of their ceramic works. They will learn how to make Terra Sigillata and understand it's importance to several of these methods

**Standards/Core Ideas/Performance Expectations**

Creating	1.5.12acc.Cr1a  1.5.12acc.Cr1b  1.5.12acc.Cr2b	Individually and collaboratively formulate new creative problem based on students existing artwork  Choose from a range of materials and methods of traditional and contemporary art practices to plan works of art and design  Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form	
Responding	1.5.12acc.Re7b  1.5.12adv.Re7a	Evaluate the effectiveness of visual art works to influence feelings and behaviors of specific audiences  Analyze how responses to art development over time based on knowledge of experience with art and life	
Connecting	1.5.12acc.Cn10a  1.5.12acc.Cn11a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking  Compare uses of art in variety of societal, cultural and historical contexts and make connections	
Presenting	1.5.12acc.Pr5a  1.5.12acc.Pr6a	Evaluate readiness of the completed artwork for display in a specific place, juried show, or in conjunction with other student works	

		Make, explain and justify connections between artists and artwork and social, cultural and political history	
Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>• Why do other firing techniques change the outcome of a glaze?</li> <li>• Where did these firing techniques originate?</li> <li>• What materials and safety precautions are needed to execute these other techniques.</li> </ul>		<ul style="list-style-type: none"> <li>• Students will understand the process of raku firing, naked raku firing, obvara firing, and saggar firing.</li> <li>• Students will understand the process of building kilns and using gas to fire the work.</li> <li>• Students will understand the safety measures taken to achieve a successful outdoor firing.</li> </ul>	
Evidence of Learning			
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>• classwork: In class construction, time management, and procedures and responsibilities</li> <li>• firing day participation</li> <li>• homework: Project preparation and research</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>• critique (instructor &gt; student and whole class)</li> <li>• reflection (rubric) on completed tasks and projects</li> <li>• finished projects</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• Clay</li> <li>• Glazes</li> <li>• Tools</li> </ul>	

### Unit 3: Sgraffito , Porcelain, Tar Paper Slabs

**Unit Summary:** This unit focuses on the use of a porcelain clay body to create projects that require attentive planning and precise measurement. They will learn how tar paper can be used as a construction aid. The unit also focuses on the sgraffito technique and how important a balanced design is to a strong project. The class will discuss the various ceramics fields (production, fine art) and artist expression - including the connections between personal identity and expression, science and exploration, and the marketplace.

In this unit the students will be strengthening their building skills with a new tar paper technique. They will use the sgraffito carving technique to deepen their understanding of balance within their art, while pursuing visual connections to the natural world through student directed choice in media. Beyond the physical observations, students will engage with historical and cultural meaning in art, semiotics/signs/symbols, and use of images from the natural world. Students will create a small number of higher level, portfolio and/or show-ready two dimensional artworks in this unit.

### Standards/Core Ideas/Performance Expectations

Creating	1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problem based on students existing artwork	
	1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary art practices to plan works of art and design	
	1.5.12acc.Cr2b	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form	
Responding	1.5.12acc.Re7b	Evaluate the effectiveness of visual art works to influence feelings and behaviors of specific audiences	
	1.5.12adv.Re7a	Analyze how responses to art development over time based on knowledge of experience with art and life	
Connecting	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 variety of societal, cultural and historical contexts and make connections	
Presenting	1.5.12acc.Pr5a	Evaluate readiness of the completed artwork for display in a specific place, juried show, or in conjunction with other student works	
	1.5.12acc.Pr6a	Make, explain and justify connections between artists and artwork and social, cultural and political history	

Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>• How is porcelain different from other clay bodies?</li> <li>• How can the use of tar paper aid in building?</li> <li>• How does a balanced composition strengthen an art piece?</li> <li>• How can one connect their personal point of view and their artwork?</li> </ul>		<ul style="list-style-type: none"> <li>• Students will understand that there are many different clay bodies in the world.</li> <li>• Students will understand how tar paper can be used to build larger or more awkward slab sculptures.</li> <li>• Students will develop a clear understanding of the connection between personal point of view and an artwork</li> <li>• Students will have a working understanding of individual media choices as related to personal style</li> <li>• students will have a working understanding of how balance creates strength and interest.</li> </ul>	
Evidence of Learning			
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>• classwork: In class construction, time management, and procedures and responsibilities</li> <li>• homework: Project preparation and research</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>• critique (instructor &gt; student and whole class)</li> <li>• reflection (rubric) on completed tasks and projects</li> <li>• finished projects</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• Clay</li> <li>• Glazes</li> <li>• Tools</li> </ul>	

#### Unit 4: Functional Ware

**Unit Summary:** This unit focuses on exploration and implementation of a theme or unified design across multiple functional ceramic pieces.

In this unit the students will focus on identifying historical/traditional uses of ceramics and exploring ways to manipulate them for contemporary expression. They will experience a darker clay body and experiment with ways to integrate the clay body into their surface designs.

#### Standards/Core Ideas/Performance Expectations

Creating	1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problem based on students existing artwork	
	1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary art practices to plan works of art and design	
	1.5.12acc.Cr2b	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form	

Responding	1.5.12acc.Re7b  1.5.12adv.Re7a	Evaluate the effectiveness of visual art works to influence feelings and behaviors of specific audiences  Analyze how responses to art development over time based on knowledge of experience with art and life	
Connecting	1.5.12acc.Cn10a  1.5.12acc.Cn11a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking  Compare uses of art in variety of societal, cultural and historical contexts and make connections	
Presenting	1.5.12acc.Pr5a  1.5.12acc.Pr6a	Evaluate readiness of the completed artwork for display in a specific place, juried show, or in conjunction with other student works  Make, explain and justify connections between artists and artwork and social, cultural and political history	
<b>Unit Essential Questions</b>		<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• How does surface decoration change the experience of a 3dimensional form?</li> <li>• How can a theme be implemented across multiple artworks without becoming boring or repetitive?</li> <li>• How can exposure to other artists influence possible directions and outcomes in my artwork?</li> </ul>		<ul style="list-style-type: none"> <li>• Students will understand the importance of functional ware</li> <li>• Students will have a working understanding of the challenges to repeat a form.</li> <li>• Students will have a working understanding of new design techniques that allow the clay body color to be part of the surface designs</li> </ul>	
<b>Evidence of Learning</b>			

<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>●classwork: In class construction, time management, and procedures and responsibilities</li> <li>●homework: Project preparation and research</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● critique (instructor &gt; student and whole class)</li> <li>● reflection (rubric) on completed tasks and projects</li> <li>● finished projects</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● Clay</li> <li>● Glazes</li> <li>● Tools</li> </ul>
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### Unit 5: Introduction to Finishing, Framing, Displaying and Marketing Your Work

**Unit Summary:** In the whole course of Ceramics, students experience art preparation, history, analysis, critique, making, and complete this cycle with preparing a work for show and market.

**Students will** learn how to finish, prepare, and anticipate types of value for their work and various showing and displaying opportunities within and outside the school community. Students will also learn how to photograph their artwork and create a portfolio of finished artworks which represents promise and practice.

#### Standards/Core Ideas/Performance Expectations

Creating	1.5.12pof.Cr1 a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 1.5.12adv.Cr2a	Use multiple approaches to begin creative endeavors  Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works or art and design  Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form  Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea or concept.
Responding	1.5.12accRe7b 1.5.12prof.Re 8a 1.5.12prof.Re9a	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences  Interpret an artwork or collection of works, supported by relevant and

		<p>sufficient evidence found in the work and its various contexts</p> <p>Establish relevant criteria to evaluate collection of work</p>
Connecting	1.5.12prof.Cn.10a	Document the process of developing ideas from early stages to fully elaborated ideas
Presenting	1.5.12acc.Pr4a	Analyze, select and critique personal artwork for collection or portfolio
	1.5.12acc.Pr4a	Analyze and evaluate the reasons and ways an exhibition is presented
	1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art

### **Section VIII: Unit Reflection**

The *Advanced Ceramics Instructional Team* must confer upon the completion of each instructional unit in *Advanced Ceramics* and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the *Unit Reflection Form*. Completed *Unit Reflection Forms* must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Advanced Ceramics Curriculum*.

Lesson Activities:			
	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate global perspectives;			
Integrate 21 <sup>st</sup> century skills;			

<b>Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;</b>			
<b>Are varied to address different student learning styles and preferences;</b>			
<b>Are differentiated based on student needs;</b>			
<b>Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;</b>			
<b>Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;</b>			
<b>Provide opportunities for student reflection and self-assessment;</b>			
<b>Provide data to inform and adjust instruction to better meet the varying needs of learners;</b>			