Rumson-Fair Haven Regional High School

Course: *Ceramics II*
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Section I: Course Description

Ceramics II is a semester course where students will build upon their skills from *Ceramics I*, but focus more on non-functional and functional sculptural work. They will explore ceramic work from career ceramic artists, both past and contemporary. They will also explore art from a multitude of world cultures. Students will learn the basics of throwing clay on the potter's wheel.

Section II: NJSLS: New Jersey Student Learning Standards/Learning Objectives

1. ***2020 New Jersey Student Learning Standards – Visual and Performing Arts***
    - The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
2. ***Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLS:***
    - "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."
3. ***Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLS:***
    - "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."
      ***Climate Change:** The state of New Jersey has mandated instruction in, "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."
4. ****Amistad Law: N.J.S.A. 18A 52:16A-88:***
    - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: "Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students."
5. ****Holocaust Law: N.J.S.A. 18A 35-28:***
    - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: "Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens."
6. ****LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:***
    - 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."

7. ***Asian American and Pacific Legislation: N.J.S.A 4021/A6100:***
    - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey's schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: "A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies."
8. 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 *Ceramics II* 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 individually 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

This *Ceramics II* curriculum is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: *Ceramics II*	**Grade Level:** *9-12*
Unit I: Ceramic Sculpture	Weeks 1-5

Unit II: Low & High Relief	Weeks 6-12
Unit III: Manipulations-Sculpture & Light	Weeks 13-20

Section VII: Primary Texts and Year Long Instructional Resources

The following texts and instructional resources are employed for all students in *Ceramics II*:

- Google Classroom and Google Education resources
- RFH Learning Commons
- Art 21, and various PBS art education resources
- Various online Museum resources: The Met, The Brooklyn Museum, Tate, Whitney, Getty, British Museum
- *Ceramic Monthly* magazine
- *Pottery Making Illustrated* magazine

Section VIII: Grading Formula and Assessment Modes

Marking period grades in C*eramics II* 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 IX: Unit Templates

The following unit templates have been established for the *Ceramic II* curriculum by the Fine Arts instructional team:

Unit I: Sculpture	
Unit Summary	
In the Ceramic Sculpture unit students will use clay construction knowledge to explore and build both functional and non-functional sculptures. Students will explore the work from different ceramic artists and learn the differences between art styles and genres, as well as changing ideas of function over time. Attention will be paid to the many contemporary ways that function is blended with sculptural purpose, exploration, and experimentation.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Ceramics II:* ● *2020 New Jersey Student Learning Standards for Visual and Performing Arts : 9-12* ○ Anchor Standards 1-2, 4, 7, 10 ■ 1.5.12prof.Cr1a-b, 1.5.12prof.Cr2b, 1.5.12acc.Cr2a, 1.5.12acc.Pr4a, 1.5.12prof.Re7a, 1.5.12prof.Cn10a ● *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking* ○ 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 ● *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills* ○ 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1	
Unit Essential Questions	**Unit Enduring Understandings**
● What is a sculpture? ● Why is balance important in ceramic sculpture? ● In what ways does engineering play a part in sculpture? ● What determines if a sculpture is functional or not? ● How does glaze choice and application contribute to the	● Freestanding sculptures can be made utilizing multiple ceramic building techniques. ● Surface decoration decisions are part of a complete ceramic sculpture. ● Combining building techniques with surface decoration techniques lead to wider possibilities in ceramic sculpture. ● Discussing career ceramic artists aids in utilizing discipline appropriate vocabulary in the ceramic studio.

experience of a ceramic sculpture? ● What do we learn using visual analysis when discussng and evaluating functional and/or non functional ceramic sculpture?	● Quality control of materials is achievable through many methods and crucial to building well-engineered ceramic sculptures. ● Works of art can begin and be planned in 2D and executed as 3D forms. ● Planning works for 3D can happen in 2D and via modeling. ● Sculpture encompasses assembly, composition, high and low relief, and is a highly manipulable category of visual expression.

Evidence of Learning

Formative Assessment:	Summative Assessment:	Resources Needed:
● Classwork ● Studio Maintenance ● Sketch Books ● Critiques	● Projects ● Research Presentation ● Vocabulary Quizzes	● Clay ● Glazes ● Student Chromebooks and internet resources for research and presentations ● Kilns ● Tools

Unit II: Low & High Relief

Unit Summary

In Unit II: Low & High Relief, students will investigate the historic basis for low and high relief, and make connections to the ways we encounter these ceramic expressions in contemporary culture. Students will fine tune slab techniques and small tool use in the service of creating objects like tiles, wall mounted sculpture, and low/shallow vessels. Focus will be given to actual and implied textures, surface marking and decoration, and personal artistic point of view. Ideas of "collection" or groupings will be explored.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Ceramics II:*

- *2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12*
  - Anchor Standards 2, 7, 8, 9, 10
    - 1.5.12acc.Cr2a, 1.5.12acc.Re7a-b, 1.5.12acc.Re8a, 1.5.12prof.Re9a, 1.5.12acc.Cn10a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1

Unit Essential Questions	Unit Enduring Understandings
● How can scale and proportion help represent a structure? ● What design elements should you consider when building a functional sculpture/series or collection? ● How can you create balance with your object(s) so it will be steady, usable, and/or self-supporting? ● What differences do you encounter between form and function? ● How does spatial relationships change viewer interaction with an artwork?	● Artists must consider many design options when creating functional art. ● The many types of slab creation (molds, rollers, hand rolling, and templates) allow for greater flexibility in artistic planning and response. ● Surface decoration can communicate texture (implied) or be altered as a result of surface depth (low relief) . ● Unification of a visual idea can be communicated through shape, form, color, texture, and subject matter. ● Spatial relationships may affect how a user or viewer interacts with an artwork.

Evidence of Learning

Formative Assessment:	Summative Assessment:	Resources Needed:
● Classwork ● Studio Maintenance	● Projects ● Research Presentation	● Clay ● Glazes

• Sketch Books • Critiques	• Vocabulary Quizzes	• Student Chromebooks and internet resources for research and presentations • Kilns • Tools

Unit III: Manipulations-Sculpture & Light		
Unit Summary		
In Unit III: Manipulations-Sculpture & Light, students will focus primarily on the relationship between positive and negative space as both a design element and a means to communicate – whether it is increasing visual interest or a specific functionality. The key to this exploration will be the use of ceramic sculptures as lamps, lanterns, and related vessels for light. Combining past building skills (slab, relief/toolwork, and surface decoration) with the introduction of wheel thrown vessels, students will design several objects that take the importance of negative space into account.		
Standards/Core Ideas/Performance Expectations/Progress Indicators		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Ceramics II:* • *2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12* ○ Anchor Standards 1-2, 7-11 ■ 1.5.12acc.Cr2a, 1.5.12acc.Re7a-b, 1.5.12acc.Re8a, 1.5.12prof.Re9a, 1.5.12acc.Cn10a • *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking* ○ 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 • *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills* ○ 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1		
Unit Essential Questions	**Unit Enduring Understandings**	
• How does the student artist's use of the potter's wheel affect the form and silhouette of pottery? • How do the surface and finishing techniques, as well as textures and symbols convey meaning through the artwork? • How does a student determine whether the sculpture/object is well crafted? • How do artists use the artistic process to create an artwork? • How do artists plan to create 3D artworks?	• There are many ceramic construction methods, some of which are more conducive to obtaining specific structures or structures for specific functions. • Personal expressions, point of view, style and aesthetics are able to be communicated in ceramic arts. • The artistic process leads to a new awareness and body of knowledge. • Ceramics artists apply selected/multiple building techniques that align with a desired artistic outcome. • Ceramics artists utilize knowledge of glazes and surface decoration to successfully execute an artistic plan/vision. • When creating functional art, ceramic artists make ceramic works that align with both craft and art. • Works of art can begin and be planned in 2D and executed as 3D forms. • Planning works for 3D can happen in 2D and via modeling. • Sculpture encompasses assembly, composition, high and low relief, and is a highly manipulable category of visual expression.	
Evidence of Learning		
Formative Assessment: • Classwork • Studio Maintenance • Sketch Books • Critiques	**Summative Assessment:** • Projects • Research Presentation • Vocabulary Quizzes	**Resources Needed:** • Clay • Glazes • Student Chromebooks and internet resources for research and presentations • Kilns • Tools

Section X: Unit Reflection

The Fine Arts instructional team must confer upon the completion of each instructional unit in the *Ceramics I* curriculum 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 *Ceramics I* curriculum.

Unit Reflection Form: *Ceramics II*			
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 modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			